Appendix 3

Community Needs Assessment

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2. OVERALL EXECUTIVE SUMMARY OF COMMUNITY LIBRARY NEEDS ASSESSMENT

a. Executive Summary--Narrative overview.

In 1902, Alameda built a new Main Library to serve its population of 20,000, using funds donated by Andrew Carnegie. Today, Alameda's population exceeds 72,000 and the 100 year-old Carnegie is too small and antiquated to meet the needs of this growing community.

The Carnegie consists of 11,500 square feet and a 2,000 square foot annex for Children's Services, only 18 square feet per capita — one-third to one-fifth the current recommended size. Every service was impacted by the small size. There was insufficient space for seating, collections, technology, meetings and study areas. Shelves were tall and overfilled; contents had to be shifted daily. Books were shelved in closets, a washroom and on a stairway landing. Public spaces were located on 5 different levels; storage and staff areas were on 4 additional levels. There was no elevator. Old wiring limited the use of technology. In 1998, the Library was forced to move out of the Carnegie due to seismic safety issues and now leases an interim facility with only two years left on a six-year lease. Even the interim facility lacks adequate space for seating, shelving, computers and programs and has no meeting room.

The Carnegie's inadequacies were well documented over the past 30 years by numerous studies, plans and public forums. Alameda's most recent Needs Assessment program began in 1999 and involved more than 1400 participants in a series of public meetings, focus groups, interviews, written surveys, telephone polls and site selection sessions. Participants repeatedly reached the same conclusion: Alameda needs a newer, larger Main Library.

The community's perception is consistent with current library management and planning standards. Alameda's physical facility provides only a fraction of the space, seating, technology and service required in a modern library. Annual Performance Measure surveys and comparisons with libraries in neighboring communities also confirm that Alameda residents receive less service than library patrons in peer communities.

Alameda's population of 72,259 is projected to grow to 79,500 over the next 20 years. Twenty-four percent of Alamedans are under the age of 20; 28% of households include families with children under 18 living at home.

Our population is aging. In 1990, 11.8% of Alameda's population was over 65. Today that population has grown to 13.2%, as compared to 10.2% in Alameda Co. Alameda's seniors are avid library users, but they are not well served by the interim Main Library. Our needs assessment showed that seniors want more large print and audio materials, study spaces, good lighting, assistive equipment such as voice recognition software and carrels with motorized height adjustment. Seniors also expressed frustration with lack of comfortable seating and quiet areas, especially after school and on weekends.

Alameda is a multiethnic and multicultural community. Seventy-two different languages are spoken here. Approximately 48% of Alamedans identify themselves as Hispanic, Asian, African American, Native American, multiracial, and other non-Caucasian categories. Many non-

English speakers are also at the lower end of the economic scale and rely heavily on library resources. To meet the needs of this community, Library collections and services must be improved and offered in several languages.

Our community is well-educated and supports its schools and libraries. Thirty-one percent of adults over 25 have a bachelor's degree or higher. The majority of participants in the Needs Assessment process felt the Library should work with the schools to improve student achievement from kindergarten through high school.

b. Description of K-12 population and their needs.

Alameda's school-age population is 10,645 and is projected to grow to 11,500 by the year 2020. The K-12 student population reflects even greater multilingual, multiracial and multicultural diversity than the City's general population.

Alameda's school libraries lack adequate resources to meet student needs. They are also closed after school and on weekends. District administrators, teachers, parents and students want the School District and Library to have mutual access to each other's electronic resources. Teachers want to be better informed about public library resources and trained in how to use them. Teachers and students want the Library's collections and services to support the school curriculum better. Students want help with their homework at the Library and more space to study individually and in groups. Parents want their children to have access to up-to-date materials and equipment and community service opportunities such as homework help and tutoring programs. The District would like the Library to offer vocational opportunities, for example, having qualified students teach computer training classes and online search skills.

One of the School District's highest priorities is to improve standardized test scores so students will pass the California High School Exit Exam (CAHSEE) in their first two years of high school. District administrators are also concerned with uneven academic achievement levels. Academic performance and test scores are much lower in Alameda's West End schools than in the city's other schools. The District wants to work with the Library, to maximize scarce tax resources for both institutions and to create programs which will help improve test scores, such as homework help and tutoring services and the Library, and the development of joint collections. The Library is a valuable resource for Alameda's School District.

The community looks forward to a new facility capable of supporting our partnership with the schools and other community organizations, and providing the variety of services and materials that the residents want and need.

One hundred years later, Alameda is more than ready for a new Main Library.

3. NEEDS ASSESSMENT METHODOLOGY

a. Executive Summary.

Alameda's most recent needs assessment program began in 1999, lasted two and a half years and involved 1400 residents. The objective was to determine which current library services met

community needs and which services should be improved, eliminated, added or expanded. The needs assessment also reviewed desirable site criteria and sought to understand public attitudes about various possible locations for the new library.

We solicited input from a wide variety of individuals, including general library users, and groups representing the disabled, the business community, parents, seniors, youth, bicycle and transit advocates. We also involved non-native English-speakers, specifically Spanish-, Mandarin- and Farsi-speaking residents; we also consulted with School District and elected officials. Every meeting was widely publicized in the local press and by mail and library representatives made presentations at numerous community meetings to involve as wide an audience as possible.

Our efforts proved successful. Seven hundred participants attended public meetings, hearings, focus groups, interviews and site selection forums. Four public meetings were televised on the local cable channel. Some 400 registered voters were interviewed by a public opinion research firm and 300 people responded to a written survey. Five separate focus groups targeted young adults, parents of young children, adults and seniors and attracted 100 attendees. Numerous meetings were held with the previously mentioned special interest groups and library staff, library support groups and City officials were interviewed. Other forums included an all-day visioning workshop, three forums to explore community values, and two Town Hall meetings, all of which were widely publicized.

b. **Involvement of Residents, Community Organizations, Special Interest Groups, Special Populations, and Local Agencies.**

LIBRARY 2000 Public Opinion Poll. In June 1999, LIBRARY 2000, a grassroots organization, commissioned a public opinion poll to determine the likelihood of passing a ballot measure to help fund construction of a new main library and upgrades to existing branch libraries. Telephone interviews conducted with a statistically valid sample of 400 registered voters demonstrated that the vast majority of voters would support a ballot measure for the following reasons, in order of priority:

- increased space and better facilities for children's services;
- improvements to the two branch libraries;
- more computer work stations with Internet access; and
- additional space for larger, more modern collections

Respondents also preferred a new library at the LinOaks Motel site as opposed to an expansion of the old Carnegie library. In November 2000, Alameda voters passed Measure O, a local library bond measure, with a 78.8% "super majority".

≡With the exception of branch improvements, all of the priorities expressed in the poll are included in our Building Program and Service Plan. Branch improvements—expansion of the Bay Farm Library to approximately 4,500 sq. ft., and interior furnishings improvements at West End—are included in the Master Plan.

Library Support Groups Vision Workshop 1999. In September 1999, the three Library support

groups met jointly for the first time. This all-day facilitated meeting included the Library Director, City Manager and members of the Library Board. The facilitator asked participants to describe their visions for the new Library including location, appearance, "feel", what services should be offered and the role of each group in securing and supporting a new library.

Many of the ideas that emerged that day were incorporated into the building a service plan. They include offering collections in a variety of languages, a focus on literacy, including space for the Friends used book sale and space to organize used books for the sale, larger and better collections of popular materials, cooperation between City and School District, making the library a community gathering place, public meeting rooms, shuttle buses and outreach to the homebound. The library should be accessible as well as beautiful, to blend with the historical nature of Alameda. The group also wanted improvements to our neighborhood library branches, especially more space and better collections.

≡ *All of the most important elements of the Vision Workshop have been incorporated in the Building Program and Service Plan for our new library; branch improvements are incorporated in the Master Plan.*

Public Community Values/Vision Forums, 2000. In April and May 2000, the Library sponsored three community forums to explore the qualities Alamedans valued in their community and how the Library could contribute to these qualities. Invitations to the first forum were mailed to 150 community leaders representing all segments of the community—religious, business and professional, education, ethnic, political, economic and social service—as well as elected officials. The public was invited to attend the next two community forums through mailed invitations and notices in the Library Director's newspaper column; these sessions attracted an additional 100 participants. The overall community vision for Alameda included the following points, which are incorporated into our Building Program and Service Plan:

- Schools that prepare children at every grade level for the world of work and lifelong learning. *These issues are addressed in the Library's Joint Use agreement with the School District, and supported by the history of cooperation among the Library, City and School District.*

- Access to constructive and intellectually-stimulating recreational activities. *The Library will satisfy this criterion with its collections, by offering programs for children and adults and book discussion groups, as well as by providing space for community gatherings and activities in the meeting rooms. Homework centers and teen study rooms will provide a comfortable space for teens and young adults to congregate.*

- Alameda's downtown will be the "heart" of the community, offering shopping, cultural, arts and entertainment opportunities. *The new Library will be located downtown and will offer the cultural opportunities described above.*

- An attractive downtown that retains its historic character and charm. *Planning for the new library involved extensive public input, as well as consideration of the historic feel of downtown. The new library's distinguished architecture will improve the appearance of*

Alameda's downtown civic center.

- A realistic array of alternatives to the private automobile. *The Library will provide secure, covered bicycle parking to encourage patrons and staff to use bicycles. A staff shower will encourage staff to commute by bike. The City's Transportation Management System provides further incentive by paying employees to take alternate modes of transportation to work. Several mass transit lines serve the immediate area of the library, as do bike lanes and sidewalks. An electric vehicle shuttle service is being developed by Alameda's community-owned utility, Alameda Power & Telecom, to bring seniors to the Library and deliver materials to the homebound.*

- Alameda will be a city where government, business, schools, agencies and citizens communicate and cooperate. *A high level of cooperation and partnership is reflected in the Library's service plan, cooperative agreement with the School District, and community partnerships.*

Town Hall Meetings 2001. In the summer of 2001, Library Building Consultants began meeting with community groups to assess the needs and desires of the community, as they would ultimately be reflected in the Building Program. In September and November 2001, more than 75 persons attended two televised Town Hall meetings to gather public input.

During the first meeting, the Consultants explained that buildings should be designed by considering the users' needs first. A well-designed, "smart" library will transform the way people work, alone and together, and help librarians and volunteers retrieve information and interact with the community more effectively. The Consultants elicited feedback about the types of services and spaces the community wanted in a new library. These included a beautiful building with an open and spacious interior, consistent with the historic architecture of Alameda, particularly the adjacent City Hall and Carnegie Library. Participants wanted group study spaces and a comfortable room for teens, a browsing area and quiet space for adults and improved bicycle parking. There were also suggestions for longer hours and bookmobile service.

The location of the children's area generated extensive debate. This space should be far away from the front door for children's safety, but should it be on the second floor or simply to the rear of the first floor? Regardless of location, the children's section should offer a range of inviting features including child-sized furniture, sunny spaces, sofas and other comfortable seating where adults could read to children.

Other suggestions included providing disabled services and equipment that exceeded minimum requirements, to make every library service and space as accessible as possible. Meeting rooms should have flexible room dividers and outside access for "after hours" meetings. The library should also showcase its resources to maximum advantage and not be "the best-kept secret in town".

During the second meeting the Consultants showed charts and bubble diagrams with examples of the approximate sizes and functions of potential library spaces. They also answered specific questions about adjacencies and how spaces function together. By meeting's end, the majority of attendees seemed very satisfied that their ideas had been addressed in terms of potential library services and spaces.

≡ All of the most important and popular suggestions, except the suggestions for longer hours and bookmobile service, have been incorporated into the building and service plans.

Community Focus Groups.

- TEENS. Two teen focus groups attracted 26 teen-age participants. The first group was held at a local, after-school gathering place; the second group met at the Library and was comprised of members of the Library's Youth Advisory Council. Teens were particularly vocal about wanting a place to do their homework and get help with their homework from adults or peers. They wanted special study halls to study for SAT exams, group study spaces, more and better new teen fiction, lots of videos and other media and somewhere to get a snack.

- SENIORS. Sixty-five people attended two focus groups for adult users and non-users and seniors. This focus group, and a second held at the Trinity Lutheran Church Senior Center, yielded almost identical results. Participants wanted more comfortable seating, quiet reading areas, better lighting, more computer terminals and better equipment for the visually impaired. They requested more large print and media materials, better access for the disabled, meeting rooms, a café and longer hours. Participants suggested that some areas of the Library stay open later, specifically the periodicals section, café and meeting rooms.

- PARENTS. A focus group for parents of school-aged children and preschoolers drew 13 attendees. Participants love the new beanbag chairs in the children's section and want more of this casual seating in the new library. They requested "cuddle" seating for parents and children to read together and more parenting materials. Parents would like articulated spaces in the children's area, with "cubbies" where children could curl up with a book. This space must "reach out and grab" a child's attention. Some thought that children's services should close earlier than the rest of the library. There was an extensive discussion about the safety of children while in the library. This led to a discussion of whether the children's area should be located on the first or second floor. If on the first floor, near the door or near the back? This group strongly favored a location on the first floor, near the back. They also wanted a separate bathroom for children.

  Finally, parents want better coordination and cooperation between the schools and the Library.

  ≡ All of these needs, except longer hours and differential service hours, are addressed in our Building Program and Service Plan. Access to the building after closing is addressed inasmuch as the meeting rooms are designed to be used after hours.

Special Interest Groups and Individuals.

- PRESCHOOL PARENTS. Sixty parents of students attending Alameda preschools met to discuss the needs of preschoolers and plans for the new Library. These parents requested suitable furniture for very young children, cozy corners for children to read and

places where little ones could be noisy without bothering adults. They enthusiastically endorsed storytimes for preschoolers and would like to see more. Once again, the topic of child safety arose and the merits of a first floor vs. second floor children's section were debated. After some discussion, parents favored a first floor location at a distance from the front door. The children's area should offer lots of natural light, a courtyard with a play structure and places to listen to music and watch DVD's. They asked for an expanded children's reference collection, multiple copies of popular children's books, adequate copies of books recommended or required by the schools, cooperation between the schools and the Library, a bookmobile, educational computer programs and more computers.

Preschool parents also wanted book clubs for adults and children, a stage for puppet shows, musical performances held in the meeting rooms, places for group activities and better parking.

≡ *All of these suggestions, except for the bookmobile and the play structure are included in our Building Program and Service Plan. The building design does incorporate an enclosed garden, accessible from the children's area.*

- HOMESCHOOL PARENTS.

  Oakland-Alameda Homelearners Association. Library Director Susan Hardie met with a dozen members of this group of parents who were very sophisticated about libraries and library materials. They requested materials to support their curriculum, including science and music books and biographies and multiple copies of such basic texts as *The Complete Home Learning Source Book* by Rebecca Rupp and *Homeschooling: The Middle Years; Your Complete Guide to Successfully Homeschooling the 8- to 12- Year Old Child* by Shari Henry. The association would like the new library to include space in the new library for kids to study together, for book discussion groups and plays and homeschool events like potluck meals.

  Homeschool Parents Group. The Library is a major resource for home school children who are encouraged to go to the Library to perform research, use computers, browse and read for pleasure. Since home school curriculums rely almost entirely on Public Library resources, parents from this group want collections that support their curriculum. They would also like meeting rooms for group activities with children and parents. These parents were very enthusiastic about a new library as a tool for instilling a lifelong love of reading in their children.

X   PRIVATE SCHOOL PARENTS AND TEACHERS. We interviewed nine private school parents and teachers who all encourage their students to use the public library as a resource for class assignments, pleasure and personal growth. Participants from schools without a library requested better non-fiction collections to support their curriculum.

All were interested in improved remote access to library resources, particularly periodical databases. They would like educational CD-ROM products for in-house use and to check

out and more Internet computers, especially for children.

≡ *All of these suggestions are addressed in our Building Program and Service Plan.*

- BUSINESS GROUPS.

Kiwanis Club. Library Director, Susan Hardie addressed 45 members at a Kiwanis Club meeting to discuss the new Library and learn about the needs of the business community. The Kiwanis felt the new Library would be a tremendous benefit to downtown Alameda and local business, a well-needed community and information center and a cultural resource. They emphasized that the exterior must be consistent with the historic character of the downtown Civic Center. The new library should include meeting rooms, lots of computers, access to a variety of media, more electronic databases, larger collections, and an expanded audiobook collection. Other important elements included attractive furnishings, comfortable seating, space for the Friends of the Library, a large outdoor space and a café.

Kiwanis members suggested that current problems with overcrowding and noise could be addressed by providing enough separate spaces for different age groups, quiet areas and separate study rooms. They also wanted expanded evening and weekend hours.

≡ *All of these suggestions except for longer hours and "outdoor space" are addressed in our Building Program and Service Plan. The Library's dense urban setting does not permit large open spaces, but there will be a wide, colonnaded sidewalk in front of the building and a plaza area toward the rear.*

Park Street Business Association (PSBA). Businesses in the downtown Park Street area will be most directly impacted by the new Library. Library Director Susan Hardie met with PSBA Board members who expressed four concerns: (1) Will there be sufficient parking? (2) Will the public have access to Library restrooms? (3) Will there be a drive-through book return? (4) Would the Library consider locating a new, custom-made newspaper rack near the building? These racks will soon replace old newspaper racks in the downtown area.

≡*We will have sufficient parking; the public will have access to the restrooms; the Library would consider placement of a newspaper rack near the building. Because of the tight fit of the building on the site, there simply is not room for a drive-through book return. However, spaces near the front door will likely be designated for very short-term parking, perhaps 3-5 minutes for just this purpose.*

- PERSONS WITH DISABILITIES   Ten members of the Mayor's Committee on Disability Issues, the majority of whom who are disabled, offered many valuable suggestions at a meeting with Library representatives. For example, design book shelves with disabled users in mind and in compliance with ADA height requirements. Make aisles and bathrooms disabled accessible. Use audible and visual signals and alarms throughout the building. Train Library staff to be aware of people with disabilities who

may need assistance. Include Library equipment and computer programs to assist the disabled. Develop a collection of videos with audio "captions" and reference books in Braille for the visually impaired. Create a disability resource area and a homebound program, mail books to disabled patrons and hire a library coordinator of disability programs.

The Library is ready and willing to implement most of these suggestions including designing an accessible facility and purchasing disabled accessible materials. We already maintain a homebound delivery service. A few suggestions are meritorious, but too expensive to institute in the foreseeable future, for example, a staff member dedicated to the development and coordination of disability programs, and mailing materials to disabled users free of charge.

≡ *The majority of suggestions made at this meeting are incorporated in our Building Program and Service Plan.*

- MULTICULTURAL CENTER. The Alameda Multicultural Community Center (AMCC) offers programs, activity and community events to support Alameda's diverse population. Two representatives of AMCC shared their perspective on library needs in our community. They suggested a Family Literacy Center, children's reading programs in languages besides English and better Internet access. The multicultural community would like a separate section on multiculturalism and race relations, posters and signage that reflect Alameda's linguistic and ethnic diversity and programs and displays that focus on diversity and cultural events such as Day of the Dead, Kwanzaa and Gay/Lesbian Week.

≡ *All the suggestions made at this meeting, with the exception of a separate section on multicultural/race relations are incorporated in our Building Program and Service Plan.*

- TRANSIT AND BICYCLE ADVOCATES.

BikeAlameda. Two members of BikeAlameda, a bicycle advocacy organization, met with the Library Director to offer suggestions. They recommended ample, secure, long and short term bicycle parking for employees and customers, parking for bikes with trailers, bicycle lockers, a bike lane and curb cuts near the Library and a shower for employees to encourage them to ride bikes to work. They would like the new Library to have meeting rooms where they could hold events and a design that allows valet parking for bicycles during community events.

≡ *Most of the suggestions made in these meetings are included in our Building and Service plans.*

Pedestrian-Friendly Alameda & Alameda Transit Advocates. This group does not want size and function of the library compromised to provide more automobile parking. They recommend long-term bicycle parking for library patrons and employees, and stressed that the new library should be easily accessible by public transit.

≡ *Both the Library Building Team and the City agree that the building's function, rather than parking should drive design. Fortunately, the allotted parking will meet both City and State standards and long-term patron bike parking is included in the plan. The Library is in the area of town most readily accessible by public transit.*

- ALAMEDA ARCHITECTURAL PRESERVATION SOCIETY (AAPS) We actively sought input from AAPS, an active and influential citizen group dedicated to preserving Alameda's architectural heritage and ensuring that new construction in historic areas is compatible with surrounding historic structures. When the RFP for architectural services was being prepared, AAPS made a presentation to the Library Board. They suggested criteria to be included in the RFP, and showed drawings and photographs of neighborhood buildings, voicing their concerns about the desirability of compatible design. AAPS members attended one of our public forums where they reviewed the draft elevations and made several suggestions they felt would improve the building.

  ≡*Several criteria suggested by AAPS for improving the RFP were included in the final document; some suggestions for exterior design have already been incorporated in the conceptual drawings while others are being considered for design development.*

- CITY MANAGER, FRIENDS, FOUNDATION AND LIBRARY BOARD. These groups have discussed the need for a new Main Library for many years and, like the rest of Alameda's residents, fully support construction of a new Library. Nonetheless, as part of the Needs Assessment process, our Consultants sought additional input through drop-in sessions with each of these groups.

  The primary concern of Friends of the Library was that they have space to sort materials donated for their semiannual book sales whose proceeds they contribute to support the Library. They also want a small space to sell used books inside the Library. The Friends have initiated a large-scale effort to raise funds for a major art project for the new Library.

  The Library Foundation members spoke of the need for additional funds to assure that the new Library is fully equipped and adequately stocked. They acknowledged the necessity of further developing strategies to ensure that those funds will be raised.

  Library Board members were already very knowledgeable about the project and assured the Consultant that they approved the designs and plans they had reviewed thus far.

  A representative of the City Manager's office requested more preschool story times and materials.

  ≡ *All of the Friends requests are included in the Building Program, and improved preschool storytimes and materials are included in the Service Plan.*

Successful Ballot Measure Paves Way for Site Selection. In November, 2000, Alameda voters passed Measure O with a resounding 78.4% "Yes" vote. LIBRARY 2000, a grassroots library

support group organized, managed and financed the highly successful Measure O campaign. Measure O was a $10.6 million bond measure to raise the matching funds Alameda needed to apply for a Proposition 14 grant and improve its two branch libraries. Measure O is specifically contingent upon Alameda's receipt of State funds. The ballot language stipulated that if the City

does not receive a State grant, no local bonds will be sold and property assessments will not be levied.

We were still celebrating Measure O's victory when our Site Selection process began. The location of a new Main Library had been studied for years. Dozens of sites were considered since the 1970's but in recent years discussion focused on two primary sites. One was the expansion and refurbishment of the Carnegie Library; the second was construction of a new library on the City-owned LinOaks Motel site. The City purchased the LinOaks Motel in 1988 for the specific purpose of constructing a new Main Library. The LinOaks is a deteriorating, 50's-era motel with a prime Civic Center location at the corner of Lincoln Avenue and Oak Street, across the street from the Police Station and City Hall and one block from the Carnegie Library.

The City used a Library Consultant to facilitate a public Site Selection process. In early 2001, the Library Board adopted a "Statement of Preference, setting forth desirable site criteria. The resolution recognized that the Library is a service agency that serves the entire community. To facilitate cost-effective, community-wide service, the Library should be located on a central and accessible site, defined as "within the City's Civic Core." The area defined by the Board was 24 square blocks, stretching from Buena Vista Avenue in the north to Encinal Avenue in the south, from Broadway in the east to Willow St. in the west.

More than 120 residents attended three public meetings conducted by the Library Consultant throughout the city in February and March 2001. After hearing a thorough explanation of site selection criteria and considerable discussion, participants overwhelmingly endorsed the LinOaks site as the only location that met all criteria for construction of a new Main Library.

Two meetings took place on week nights and one was held on a Saturday morning. Notices were mailed to more than 150 individuals who expressed an interest in the Main Library project in the last two years. They were also hand-delivered to residences around the Carnegie and distributed at all three libraries and various City offices. The meetings were publicized in the local press and the Library Director's bi-weekly newspaper column.

Each meeting began with an explanation of the proposed project and a review of desirable site criteria. Site selection criteria were availability, central and accessible location, size, functionality, historic potential and ability to support community growth and urban development and contribute to a competitive bond application. Attendees suggested additional criteria including safe access by bicycle, traffic flow, and a geographically central location. Additional sites were also suggested. After the pros and cons of each site were debated, participants voted on which criteria were the most important and which site or sites best met those criteria.

In April 2001, the Library Board heard the Consultant's report at a televised, but sparsely attended public hearing. Because of the light attendance, a second public hearing was held in May and again, attendance was light. The Board sought public testimony once more before recommending that the City Council adopt the LinOaks site. Once again, there was very little public discussion. One point participants raised at all meetings was that they were tired of debating this subject and wanted the City to make a decision and move forward. The City Council accepted the Board's recommendation to locate the new Main Library at the LinOaks

site.

c. Description of how the School District was involved in planning the joint use facility and services.

A School District representative has been a member of the Library Building Team since it was formed. She participated in interviewing and selecting an architectural firm, numerous design meetings and visits to other libraries. At every stage of the Building Program and Conceptual Development the District representative suggested ways to make the building function better for students, such as group study areas and user-friendly signage.

Fifteen different meetings were held with School District personnel to discuss how the new Library could meet the needs of Alameda's single K-12 School District. Those attending included the Superintendent of Schools, City Manager, District administrators, classroom and media center teachers, parents, support groups, Library staff and the Library Building Team's Joint Use sub-committee. We met in the Library, School District offices, two different schools and a restaurant. One discussion took place during the City Manager and Superintendent's regular monthly meeting. As described elsewhere, two teen focus groups were held, and the YA librarian meets monthly with the Youth Advisory Council of high school students.

School representatives were concerned with raising test scores, preparing students to pass the California High School Exit Exam (CAHSEE) and helping students at Alameda's five underperforming West End schools. School librarians, media center teachers and classroom teachers wanted to be able to access Library resources, particularly electronic resources from their media centers and classrooms. Teachers and parents requested appropriate spaces for students to study together. Teachers and Library staff advocated regular and ongoing communication between the District and Library to monitor services and identify the need for new or improved services. Parents, as taxpayers wanted improved communication and cooperation between the School District and Library to derive maximum benefit for both institutions from scarce public funds.

School administrators also want the Library to offer public access to Alameda Enterprise, a technology partnership between the School District and the City of Alameda to provide "anywhere, anytime, any age learning." Alameda Enterprise plans to link City and School District networks, utilizing the City's publicly owned high-speed fiber optic cable, to deliver content-rich classroom curriculum and interactive government services to Alameda residents.

School administrators would like the Library to offer to career training opportunities for students. Examples included having qualified students teach computer classes in the Library's Computer Lab and operate the Library's printing and publishing equipment and software.

District staff worked closely with Library staff and the Library Building Team to develop Joint Ventures that addressed the most important needs of K-12 students. The Library and School District recognize that students are better served when both institutions know each other's needs, resources and programs. Mutual communication and ongoing collaboration already exist, but the parties' commitment was also formalized in the Cooperative Use Agreement.

d. Description of methods used to elicit community input.

Community input was elicited through workshops, forums, focus groups, interviews, community meetings, meetings with the School District, site selection meetings and a telephone poll, as described in sections b. and c. above. These opportunities for input were publicized in mailed invitations, a utility newsletter, press releases, newspaper stories, the Library Director's newspaper column, posters and flyers in Library and City offices.

In addition to these methods, the Library Building Team developed a questionnaire to identify the needs and preferences of residents who did not attend the public meetings. Publicity about the surveys was posted at all libraries, and distributed through all City libraries, in City offices and the entire survey was published in the local newspaper. We received 290 completed surveys.

Survey Responses from General Public. The questionnaire elicited specific demographic information which demonstrated that respondents' residences were evenly distributed throughout the city. Not surprisingly, more females than males responded (60% vs. 40%). Respondents were overwhelmingly adults (93%) and 47% of those were over 60 years old. Most respondents were regular library users; 56% reported using the Library at least once a month and 44% used the Library less than once a month.

We asked how respondents usually locate library materials. The most frequent response was browsing, followed by catalog use and asking staff. The most frequently used materials were adult fiction and non- fiction, followed by paperbacks, children's materials and media. Respondents requested staff assistance most frequently with reference materials, less frequently for Internet or catalog use. Those surveyed were emphatic about wanting some quiet areas in the library. When asked about their preferred reading environment, fully 60% said "Open quiet" or "Private quiet" areas. Another 10% favored individual carrels while 20% wanted lounge seating. Group study was important to 7% of those responding.

The most common use of the Library was to find materials. More than half the responses included "Look for books" or "Look for tapes & CD's." Many respondents use the Library to access the Internet, attend programs, study or do research. When asked which spaces would be most popular, "book sales" and "coffee bar" were the most frequent responses, followed by "study rooms", "a homework center", "meeting rooms" and "small group gatherings." There were also many requests for programs including book discussion, travel, computer classes, author talks, cultural events and children's story times.

The most frequent complaint about the Interim Main Library was that it was "too small," followed by "not enough materials." The three most important features for a new library were newer and better books and materials, meeting rooms and group study areas and more computers. In the children's area, respondents wanted an inviting space with comfortable seating, more room for programs and noise abatement. Finally, respondents want the new Library's exterior design to "fit the historic character of Alameda."

Survey Responses from School District Personnel. We distributed surveys to District principals and teachers, school library media center staff, PTA Presidents, School Board members and

everyone who has requested to receive a monthly Board Agenda. Responses from the School District personnel were analyzed separately from those received from the general public.

The most frequent request was for better resources for students, especially more up-to-date materials of all kinds, more computers and technology. This group would like lots of comfortable seating, quiet areas, small group study rooms and community meeting rooms for special events and lectures. They also want the "Alameda Collection" maintained and expanded. This rich array of historical materials contains books, pamphlets and of clippings relating to Alameda's history, some more than 100 years old.

Survey Responses from Community-Based English Tutoring Program. Surveys were distributed to the District's Community-Based English Tutoring Program which provides English-language tutoring for the parents and grandparents of students who are learning English, to enable them to help their children with homework. Six surveys were returned from these parents who want more foreign language materials for children and adults, especially in Chinese, Hindi and Korean.

≡ *The vast majority of needs expressed in the Survey are addressed in our Building Program and Service Plan.*

4. COMMUNITY ANALYSIS.

a. Executive Summary.

One of Alameda's most striking characteristics is its growing racial, cultural and linguistic diversity. Since the 1990 census, Alameda's non-Hispanic white population has declined by 20%, as a proportion of the population and now represents just over half the population. At the same time, the Asian population has grown by nearly 50% and now comprises more than one-quarter of the city's population. This rate is slightly higher than the percentage of Asians in Alameda County, more than double the rate in the state and almost five times the rate of Asians in the nation. Alameda's Black population as well as its Hispanic population have remained relatively steady and considerably smaller, only half the rate of the corresponding populations in Alameda County. The percentage of Blacks is slightly less than the percentage found statewide and roughly half the national rate. The percentage of Hispanic residents is less than one-third the rate in the state and even less than the percentage in the nation as a whole.

Alameda's school-age population reflects still greater racial, cultural and linguistic diversity than the city's general population. While one out of every two Alameda residents is Caucasian, only one in three students fits this category. The percentage of Black and Hispanic schoolchildren is nearly double the rate in the City's general population and one in three students is Asian, as compared to one in four for the entire population. Public school students speak a total of 72 languages besides English in their homes, and academic achievement is very unevenly distributed throughout the city. This rich student diversity also presents challenges as the School District ensures that students can learn in English, that personnel can communicate with parents, and that the children of parents with limited English skills can receive help with homework.

Alameda is prosperous when compared to the county, state and nation. The 2000 Census

revealed that per capita income in Alameda is $30,982, 15% higher than in Alameda County as a whole, and 35% higher than California. Median property values are also higher, and Alameda's largest employers pay relatively high averages wages. The unemployment rate is lower than state and county levels. Educational achievement rates are higher than in the county, state or national scores, and a smaller percentage of Alameda children qualify for free or reduced-price lunches or live in families enrolled in Temporary Assistance to Needy Families (TANF) or Calworks.

Alamedans are proud of their city's architectural heritage of beautiful old housing stock, tree-lined streets and quaint charm. More than 10,000 buildings in Alameda were constructed prior to 1930, including Victorian residences, civic buildings and churches. Our Community Analysis and Needs Assessment demonstrated that while functionality was the most important Library design criterion, residents also want a historically-appropriate design.

Local residents enthusiastically support construction of a new Main Library, having contended for decades with an inadequate facility and sub-standard levels of Library service. Twenty-three individuals applied for 2 "at-large" positions on the Library Building Team and there were high levels of public involvement in Needs Assessment and review of the library design. The Library Director and staff members frequently speak to civic organizations that are eager to work with the Library to address community needs.

The Library and School District are also exploring ways to work together effectively and cooperatively. Alameda's School District is a "low wealth" district. It ranks next to last in per pupil funding among the 17 school districts in Alameda County, largely because the 1997 closure of the Alameda Naval Air Station resulted in an annual loss to the District of up to $3 million in Federal Impact Aid funding. The Library supports the School District's goals of raising student test scores, preparing students to pass the California High School Exit Exam to graduate from high school, and equalizing achievement throughout the city. To meet these goals, the Library will promote expanded access to electronic resources after school for teachers and students, and access to a wealth of additional databases from classrooms and media centers during school hours. Students receive homework help at the Library, as well as class texts, vocational training, SAT preparation sessions and community service opportunities. Teachers will be trained to use Library Internet and in-house resources.

Alameda's eleven private schools focus on providing a quality education with a basis in religion and citizenship. Three private schools have library collections, one has a school librarian and a fourth school provides grade level collections in each classroom. Most private schools in Alameda use the public library collection to supplement their curriculum. At the request of the private schools, the Library is adding electronic resources, particularly online periodicals for elementary age students and increased access to electronic resources. Students from schools with a community service requirement for graduation frequently request placement at the library. We accommodate these requests as often as possible. The private high schools have active student bodies and some of their students participate on the Library's Teen Advisory Council. The Library also provides a non-circulating textbook collection and special SAT preparation sessions for high school students, and remote Web access information for the elementary schools.

Homeschoolers are very knowledgeable about using the public library, but want more materials to support and enrich their curricula and more room to study together and do projects.

Homeschooling families sometimes experience isolation since their children don't attend school. Consequently, they are eager for places to meet as a group for activities and socializing. They are anxious for Library meeting rooms, the perfect place for such get togethers.

b. <u>Governmental Agencies.</u>

Alameda is a Charter City governed by a five-member City Council. Key individuals to plan and carry out future phases of the Library project include the Mayor and Council, the City Manager, Assistant City Managers, the Library Board, the Library Building Team, the Planning Board, the Directors of the Planning & Building, Public Works and Finance departments, the Fire Marshal, City Attorney, the interdepartmental Library Project Oversight Team, and the Library Director.

The City Manager is charged with administering the daily operations of the city. Our Charter establishes a Library Board which, within the context of a Council/Manager form of government, has authority to manage the public library system. The Library Director administers Board policy and the programs funded in the Library budget. There is a 12-member citizen/staff Library Building Team which has been deeply involved in helping to assess needs and to make recommendations to the Library Board. During the grant application process the Library Board has reviewed all documents and reports, and has made recommendations to the City Council for final approvals. During design development and construction the Library Board will continue reviewing all documents and reports and making recommendations to City Council.

The City Council has been briefed monthly by the Library Director on the progress of needs assessment, building program, joint use projects, costs and all other aspects of the planning. The City Council will have final approval over the budget, funding sources and any cooperative agreements. The City Council has shown tremendous support for the Library in recent years; we are, for example, halfway through a five-year plan to double the materials budget.

<u>City Manager=s Office</u>. Throughout the project-planning phase, the City Manager's office has provided leadership for the project and has directed resources to the project to ensure that tasks are accomplished. The City Manager has also acted as liaison with the City Council, making certain that they are informed at every step, and to share feedback from them with the Library Building Team. The City Manager's commitment to the project has been evident during the first phase with the attendance, participation and oversight of the Assistant City Manager at Library Building Team meetings. The City Manager's leadership, provision of resources and liaison role with City Council will continue throughout the life of the project, up to and including the grand opening.

<u>Library Board</u>. The Library Board receives regular briefings on the progress of the project and the meetings of the Building Team. The Building Team makes recommendations to the Board on various aspects of the project, such as selection of consultants and joint ventures with the School District. The Board, in turn, makes recommendations on these matters, and others, to the City Council. Two Board members serve on the Library Building Team, and Board members are in attendance at all public meetings regarding the Library project.

<u>Library Building Team</u>. A twelve-member Library Building Team was appointed in January, 2001, by the City Manager, and has worked for eighteen months to assess needs and plan the

services and facility to meet those needs. Building Team members have made visits to other libraries, evaluated submissions of consultants and architects, participated in interviews and made recommendations for selection to the Library Board. They also participated in most of the needs assessment meetings, worked with consultants on the development of the Building Program and with the architects on the development of the floor plan and elevations. Their participation was very valuable during the needs assessment, development of conceptual drawings and preparation of the grant application materials.

Team membership includes a retired Coast Guard officer who is also the mother of three elementary school students, a local architect, an urban geographer, the Community Relations Officer from the School District, two Library Board members, one representative each from the three major library support groups (Friends, Foundation, LIBRARY 2000), the Library Director and one other library staff member, and City staff members from the Planning and Development Services departments.

During the design development and construction phases, the Library Building Team will continue its oversight and involvement with the public process, as well as working closely with the architectural and construction firms to make recommendations as issues arise, including interiors, furnishings and materials. The LBT will play a similar role during the expansion and renovation processes for the branch libraries.

Library Project Oversight Team. Planning for the new Library has required extensive involvement by several City departments, particularly the City Manager=s Office, the Planning and Building Department, the Public Works Department and the office of the City Attorney. The Finance Department and various other City staff have become involved as needed. Since August, 2001, a Library Project Oversight Team consisting of the Development Review Manager from Planning & Building, the Supervising Civil Engineer from Public Works, the Deputy City Attorney assigned to the Library, the Planning Manager from Planning and Building (she is the City's expert on the environmental review process), and the Library Director have met weekly to review a myriad of issues from parking to environmental review. Individual members of the Oversight Team have given direction and have assumed responsibility for various special tasks which needed attention.

During the next phase, which will include design development, bids and construction (and ultimately the branch improvement projects) the Oversight Team will continue to meet to advise on specific aspects of and monitor the process. The Oversight Team will be supplemented by representatives from other departments as needed.

Planning & Building Department. In addition to processing and obtaining certification for all the necessary environmental documents, the Planning & Building Department will be instrumental in applying and interpreting the requirements for design and site improvements, including all adopted Uniform Codes, building inspections, Zoning Ordinance provisions, landscaping, parking and utilities. Because the project will be located in the Community Commercial zone, after completion of the design development process, a public hearing will be held by the Planning Board to consider approval for a use permit and final design review for the project.

Public Works Department. Based on a City requirement implemented in 1993, the Public Works

Department is the lead agency for all capital improvement projects. Public Works acted in close cooperation with the Library to develop cost estimates prior to our local bond election, Measure O. During preparation of the grant application they also worked with the Library to review technical information, including survey and geotechnical reports required to be included with the application. During the construction phase of the project, a professional construction management firm will be employed. However the City Engineer will oversee all activities including plan review and approval of Plans, Specifications and Estimates, contract bidding and award, construction inspection, resolution of field conflicts, processing and approval of invoices and pay estimates, utility coordination, traffic and safety coordination and project acceptance and close out. Public Works staff will act as Project Manager.

City Attorney's Office. The Deputy City Attorney assigned to the Library has been active in reviewing all contracts and handling other legal matters as required. She, and others in the City Attorney's office, have advised on how to proceed with matters relating to real property, cooperative agreements and compliance with the Municipal Code. She also serves on the Oversight Team.

As we move into the design development and construction phases of the project, the primary focus of the City Attorney's office will be to oversee the RFP/bidding process and the awards of both the architectural and construction contracts, and to draft and negotiate those contracts as well as any others. This office will also oversee all aspects leading up to the Planning Board's review of the projects and will work directly with Public Works on construction issues. The Deputy City Attorney, and other attorneys as appropriate, will continue to be involved throughout all phases of the project to ensure adherence to relevant statutes, ordinances and policies.

Finance Department. The Finance Department led the team which prepared the financial analysis during preparation of Measure O, the year 2000 bond issue which raised $10.6 million for our local matching funds, and which also included funds to improve two neighborhood branch libraries. In conjunction with the City Manager=s office, the Finance Dept. will manage cash flow and funding sources, including the investment of funds as appropriate, during the construction phase of the project. They will also insure that vendors are paid in an accurate and timely way, as certified by the project engineer, and that funds are audited and reported accordingly.

Fire Department. The Alameda Fire Department will ensure all Fire and Life Safety standards are adhered to during all of the facility design and building processes. This will be accomplished through continued consultation between the Fire Department's Fire Marshal and staff, who are experienced in fire and life safety design, and the project design and development managers. Once the facility is completed, the Fire Department will ensure the public's continued safety through comprehensive routine inspections of the facility by trained and experienced Fire Department personnel. Additionally, after the facility is completed, Fire Department staff will assist the library to educate its staff and the public as to the emergency plans and procedures to be followed in the event of an emergency. If an emergency should occur at the facility, the Fire Department will respond rapidly, and with as many personnel and as much equipment as it believes necessary, to abate the emergency.

Alameda County Health Department. The Friends of the Library have agreed to develop a plan, and to manage and staff the café. Prior to beginning operations, the Friends will be required to participate in Health Dept. training, and to secure appropriate food service permits and premises inspection from the Alameda Co. Health Department, Environmental Health Services Division.

c. School Agencies.

X   **Public Schools.** The Alameda Unified School District operates 18 public K-12 schools, as follows:

Elementary Schools: Bay Farm, Earhart, Edison, Franklin, Haight, Longfellow, Lum, Miller, Otis, Paden, Washington, Woodstock.

Middle Schools: Chipman, Lincoln, Wood.

High Schools: Alameda, Encinal, Island (an alternative public high school), Arthur Andersen Community Learning Center (a public charter school).

Each of these schools, except Island High and Arthur Andersen, has a media center. Of the 16 schools which have media centers, the two high schools have school librarians, and the eleven elementary schools have certificated teachers assigned full time to the media center. All of the middle schools have full-time paraprofessional library assistants.

Needs of students in these schools are varied. There are students in all areas of town who do not have home access to computers and need to be able to use Internet computers and the online resources of the public library both from the classroom and after school hours; they also need access to the District=s online educational software after hours; access to free computers with software training programs would allow these students to learn new skills. All of these needs can be met with the facility and services planned for the new Main Library.

Materials in the District=s media centers have been substantially modernized in the last three years with the infusion of state funding. However, the media centers are still far from being able to meet all the needs of the students in-house. Consequently, students need access to a public library which has sufficient numbers of items selected for the purpose of supporting and enriching the school curriculum. School media center hours are very limited; students need to be able to use the public library=s print and media resources evenings and weekends. The Library=s expanded collections and seven-day-a-week service will be important in meeting these student and District needs.

District teachers often assign group projects, and students need places to be able to work together in small groups. Students from throughout the city may need special assistance with homework or tutoring help after school. This is especially true of students in the five underperforming schools in Alameda=s West End. They are: Longfellow, Washington and Woodstock Elementary schools, Chipman Middle School and Encinal High School. The new library will have small group study rooms, children=s and young adults= homework centers, and a Homework Help joint venture (which is planned to operate also at the West End Branch),

making it a perfect location for homework and tutoring help both after school and on weekends.

Teachers need to know about the resources of the public library, and need the ability to access public library resources from the classroom. Teachers need to be able to communicate regularly with library staff members, to stay up to date with new acquisitions and changing resources. They also need the ability to communicate to the public library about materials which the library could acquire which would enrich the school curriculum. When teachers assign homework projects, frequently the first one or two students who come to the library check out all the materials on the topic. To prevent this and equalize access to needed materials, teachers need a method of alerting the library before making assignments. The library will then prepare temporary reserve collections of appropriate materials, ensuring their availability to all the students. These needs are addressed in our Cooperative Joint Use Agreement.

The District requires that students in grades 9-12 complete 20 community service hours in order to graduate from high school. They need meaningful venues for completion of community service hours, and the Library is able to supply that venue for many students, including Homework Tutors and Internet Docents.

The District also operates a number of vocational training courses for ROP (Regional Occupational Program) students. The District needs meaningful opportunities for students to practice these skills; the Library will provide that opportunity in our Computer Lab for students with Microsoft Office User (MOUS) training certificates.

Children should arrive at Kindergarten ready to learn to read. With the advent of more rigorous kindergarten standards, the introduction of new core elementary reading materials (through the 1996 California Reading Initiative), and widespread scrutiny of the state=s investment in class size reduction, almost never before has such attention and commitment focused on primary education.

Yet many children in Alameda begin their schooling without the benefit of a formal preschool experience and may quickly fall behind their peers. There are other children who arrive with little or no skill in English. The District reaches out to local preschool providers and pre-K families to communicate developmentally appropriate kindergarten readiness, and yet many parents of incoming kindergarten children may never have exposure to this information. The Alameda Free Library=s rich array of programs for parents and children 0-3 provides additional opportunities to channel children into early experiences with language and reading.

The District has ambitious goals for student achievement. Even prior to the establishment of the state=s Academic Performance Index and incentives for improving student performance, the Alameda Unified School District embarked on its own aggressive student achievement initiative. Known as AJob One≅, the initiative states that Aby June 2004, at least 90% of our students will perform at or above grade level as measured on AUSD assessments and the state=s standardized test, SAT-9.≅ The District=s Job One goal also addresses the significant questions, AAre we moving students from the bottom to the top?≅ and AWhat will it take to eliminate racial predictability and disproportionality in the lowest and highest student achievement categories?≅ At the heart of all student achievement is literacy. Regardless of intelligence, native language,

environment or motivation, literacy is the master skill which ensures the ability to learn.

Collaboration between the City of Alameda Library and the School District, through jointly planned programs and shared resources, provides the opportunity to extend K-12 learning after hours, supports students to meet state and District achievement goals, and allows the library to play its own unique role in Aleveling the academic playing field≅ for Alameda students.

≡ *The Cooperative Joint Use Agreement between the School District and the City of Alameda was developed to address each and every one of these needs.*

X   **Private Schools.** Following are the K-12 private schools in Alameda:

Rising Star Montessori School	Pre-K-3
Kindercare Learning Center	Pre-K-5
Child Unique Montessori School	Pre-K-8
Alameda Christian School	K-6
Peter Pan School	K-6
St. Barnabas School	K-8
St. Joseph Elementary School	K-8
St. Philip Neri School	K-8
St. Joseph Notre Dame High School	9-12
BASE (Bay Area School of Enterprise) Charter School.	9-12
(Real world involvement, student empowerment)	
Children=s Learning Center	Ungraded. Children up to age 16

Of these eleven schools only 3 have school libraries. They are: St. Joseph Elementary, St. Philip Neri Elementary, and St. Joseph Notre Dame High School. St. Barnabas has age-specific collections in each classroom. St. Joseph Notre Dame High School is the only private school with a school librarian. Alameda Christian makes regular use, approximately weekly, of the Interim Main Library and uses the collection as their primary resource for curriculum support. The Peter Pan Academy uses the Bay Farm Branch collection as their school library, and makes regular bimonthly visits. Many other private school classes visit the Interim Main Library as a special field trip for library orientation, community helper visits or for storytime presentations. For the most part, the private schools in Alameda view the public library collections as supplemental materials for their curriculum support.

d. Community Organizations.

Many organizations in Alameda rely on the Library for materials, services and programs.

Alameda Unified School District: Provides educational programs for the City of Alameda. The School District operates 12 elementary schools, 3 middle schools, 3 high schools. The Alameda Library will have joint venture projects in a Cooperative Agreement with the District.

Even Start: A program of AUSD, this is a family literacy program that provides information,

materials and community resources so parents can improve the lives of their children. The library hosts visits by Even Start group to introduce families to a public library and the variety of materials it has to offer.

Smart & Healthy Babies Home Visit Program: A program of Xanthos, Inc., the City of Alameda, and the Alameda County Children & Families Commission. Home visits by a health care nurse, parenting mentors and classes and family activities are provided free of charge to families of babies born to Alameda families. This program distributes the Library's "Twenty Minutes a Day" packet of library information to promote the education of and support for parents of newborns.

Alameda Boys & Girls Club: The Club provides educational and recreational activities for ages 7-18 for a small fee. The library hosts group visits and encourages participation in the Summer Reading Program. The Library Director sits on the Board. The library supplies special materials to this group.

Alameda Collaborative for Children, Youth and their Families: The Collaborative is a community- based organization, supported and encouraged by the City, the School District and Alameda County, with members committed to serving young people and their families by sharing information and resources and working on joint projects. Library staff attend monthly planning and information-sharing meetings and the library participates in community events, including the Multicultural Fair, Stand for Children, the Art & Wine Festival fundraiser, and the City Report Card.

Alameda Girl Scouts: Girl Scouts is a local association of the Girl Scouts of the San Francisco Bay Area Council. Girl Scouts provides programs and opportunities to enrich and empower young women for successful lives. Visits by individual troops to the library, provide reading instruction and tours, to assist with achievement of their reading badge and encourage career exploration.

Esperanza Youth & Community Center: A comprehensive learning and wellness center serving primarily the low-income families of west Alameda. Library staff visits center programs to promote library resources, provide occasional family story times and distribute brochures.

Girls Inc. of the Island City: Offers daily, year-round educational and recreational programs to girls 6-18. Also serves 7 school sites with coed day care. Group visits library for special programs.

Alameda Boy Scouts Council: The Council is the local council for the Boy Scouts of America. This organization provides programs and opportunities to enrich and empower young people (boys 6-21, girls 14-21) for successful lives. The library provides tours and instruction to support the programming needs of the individual dens, packs, troops, crews and ships. Offers an educational program for character development, citizenship and physical fitness for boys and young adults. Groups visit library for special programs.

Crab Cove Visitor Center: The Center is part of the East Bay Regional Park District's, Robert W. Crown Memorial Beach, located on the former site of the US Maritime service Officers school. The visitor center is housed in the former infirmary building. Visitors Center programs provide

increased public understanding of the environmental importance of San Francisco Bay and ocean ecosystems in general. There is also a display of Alameda's rich history as the "Coney Island of

the West". Naturalists from the park visit the library to present nature and environmental conservation programs.

<u>Woodstock Child Development Center</u>: The Alameda Unified School District administers this program. Provides a safe and nurturing environment to promote social, physical cognitive and language development of young children ages 2-9. Library provides special programs for this group when visiting the library.

<u>Alameda HomeLearners Support Group</u>: The Alameda HomeLearners Support Group is for families who homeschool their children. The Group provides social opportunities for children to get together. Parents organize field trips, classes and other types of activities for groups of homeschooled children. Parents of homeschoolers want space to meet in the library and materials that support their curriculum.

<u>Alameda Education Foundation</u>: Provides "I Can Read Tutors" to cultivate and support new readers. Adult tutors ask for and receive recommendations from library staff for reading materials to use with students; tutors then check out those materials to use in the classroom.

<u>Alameda Headstart</u>: Headstart is a program of Xanthos, Inc. providing specialized childcare with accompanying health and wellness programs for low-income families with children between ages 3-5 years. The library provides story programs to visiting groups and access to library resources.

<u>WAY - Work for Alameda Youth</u>: WAY offers a career exploration and discovery program as well as job placement for local youth. The Alameda Free Library hosts field trips and job shadowing activities for WAY youth. The Library also teaches library research skills seminars and provides job announcements for Library Aide positions for WAY=s Bulletin Board Network.

<u>Encinal Healthy Start/21st Century Youth Development</u>: Healthy Start is a program that provides family support through academic & social needs of students transitioning from Woodstock Elementary School to Chipman Middle School to Encinal High School. The library provides library resource information and annual visits to the home site of the project.

<u>Alameda Oakland First Book</u>: First book is a nonprofit organization whose mission is to give children form low-income families the opportunity to read and own their first new books. Children's Librarian serves as an advisor to the steering committee on book selection and story reading.

<u>HOME Project</u>: A community based organization for ages 14-19 year olds from three Alameda high schools gather daily during the regular school day to plan youth-created projects for implementation into the Alameda Community. This group's focus on independent learning makes it a natural partnership for the library.

<u>Cal-Safe program</u>: AUSD's California School Age parenting Program offers a variety of services to pregnant teenagers and teenage mothers who live in Alameda and attend high school. Library staff visit the program to promote parenting education on importance of reading to young

children.

Mastick Senior Center: This City-funded program provides recreational, educational, nutritional and social services to adults aged 60 and over, as well as to disabled persons aged 50 or more. Transportation is an issue for seniors and the disabled. An electric van to transport them from Mastick Senior Center to the Library is in the planning stages; the van would be provided by Alameda Power & Telecom.

League of Women Voters: The League distributes voter registration materials and non-partisan voter information in the library.

Business Associations: The Library serves the members of various business groups such as the Park Street Business Association, the West Alameda Business Association, the Alameda Chamber of Commerce and others, with resources and technology for small business, as well as meeting room space.

Mayor's Committee on Disability Issues: This committee makes recommendations to the City Council through the Mayor on accessibility in city-owned buildings and facilities undergoing remodeling. This group makes suggestions about issues related to the disabled in the library.

Alameda Historical Society & Museum: Established in 1948 to preserve Alameda's local history, the Museum and the Library frequently use each others= materials. The Museum makes numerous referrals to the Library if that will better meet a patron=s needs.

Alameda Adult School: The School offers classes for adults in many areas including English as a second language, high school subjects, vocational and computer education, etc. The library is a major educational resource for adults enrolled in the Adult School and continuing their education.

Alameda Multi-Cultural Community Center (AMCC): AMCC provides programs and support to Alameda's diverse population. The Library seeks input from AMCC for materials, programs and displays. Library staff make presentations about library resources to AMCC members.

Social Services Human Relations Board: SSHRB is advisory to the Alameda City Council. It assesses needs and makes recommendations for the provision of social services and works to create an environment that is will encourage mutual understanding, respect and goodwill in the community. The SSHRB works with the library to develop programs such as the Smart Healthy Babies project and early childhood language development materials.

e. Demographic data and analysis .

The City of Alameda is situated in heart of the San Francisco Bay Area. The 12.2 square mile city includes both Alameda Island (Athe Main Island≅) just across an estuary from the City of Oakland, and Bay Farm Island, a peninsula adjacent to Oakland International Airport. Alameda is perhaps best known for its remarkable ethnic, linguistic, economic, industrial, and architectural diversity.

Population--Number of Residents. Alameda has undergone considerable demographic changes over the past decade. Unlike its neighbors throughout the region, Alameda=s population has declined over the past decade, from nearly 79,000 residents in 1995 to 72,259 persons in 2000[1]. The impetus for this declining population was the closure in 1997 of Alameda Naval Air Station. The base is currently undergoing conversion to civilian usage including the establishment of both market-rate and transitional housing. However, fueled partially by computer and bio-technology job growth and ongoing residential construction, the Association of Bay Area Governments projects Alameda=s population to rebound over the coming two decades and grow steadily beyond its previous high watermark; the 2020 population is expected to be 79,500.[2]

Population--Race. Alameda=s population has grown increasingly diverse. The 2000 Census indicates that non-Hispanic whites remain the city=s largest ethnic group, comprising 52.5% of the population, followed by Asian Americans (26.0%), Hispanics (9.3%), and African-Americans (6.0%). The proportion of non-Hispanic whites (52.5%) is much lower than in the U.S. 69.1%, much higher than Alameda County's 40.9%, and slightly higher than the state of California's 46.7%.

Percentages of major ethnic groups, however, are quite different. Our Black population at 6.0% is much lower than Alameda County's 16.2%, lower than California's 7.4%, and only half of the national rate of 12.9%. Our rate of 9.3% Hispanics is low. In Alameda County Hispanics comprise 19% of the population, in California it is 32.4 %, and the U.S. rate is 12.5%. Our largest ethnic group is Asian, at 26% of the population. This compares to 22.6% Asian in Alameda County, 10.9% in California, and 4.2% for the U.S. as a whole.

This ethnic diversity represents a significant change from previous demographic results. The 1990 U.S. Census indicated that 65.2% of Alameda residents were non-Hispanic whites, and 18.4% were Asians. The category of Black or African-American has decreased from 1990=s 6.4%, and the percentage of Hispanics remained unchanged.

Population--Race of Students. The student population in Alameda is considerably more diverse than the city as a whole. No single racial or ethnic group constitutes a majority of the school population. While whites remain the largest group at 32.0%, there are considerably higher Black (11.7%) and Asian/Pacific Islander (35.2%) populations than in the city as a whole.[3]

Population--Language. Alameda has numerous linguistic minorities. The most prominent non-English language groups are Cantonese, Spanish, Tagalog and Vietnamese. Smaller numbers speak Farsi, Korean, Hindi and Punjabi. Already the library has collections in all these languages except Punjabi and Hindi. There are, however, many more language groups in Alameda. According to the Alameda Unified School District, 72 languages other than English are spoken in the homes of Alameda=s K-12 students.[4]

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[1] United States Census Bureau (2001), AProfile of General Demographic Characteristics≅, Association of Bay Area Governments (1998), AProjections >98≅.
[2] Association of Bay Area Governments (2000), AABAG Projections≅.
[3] Alameda Unified School District (2000).
[4] Alameda Unified School District (2000).

Population--Age. Additionally, the Alameda population is relatively older than the County, the State or the nation. The median age of Alameda residents, 38.3 years, is considerably higher than that of Alameda County (34.5 years), California (33.3 years)[5] or the U.S. (35.3years). This difference is driven primarily by a large senior-citizen population. The over-65 population in Alameda is 13.2%, compared to 10.2% in Alameda Co., 10.6% in California, and 12.4% in the U.S. 9.4% of Alameda households are headed by a person over the age of 65. Still, there remains a sizable population of children and youth in Alameda. 21.5% of Alamedans are under the age of eighteen (compared with 24.5% in Alameda County, 27.3% in California and 25.6% in the U.S.)[6]. This number represents an increase over the past decade, when 20% of residents were under eighteen. Currently, 27.7% of Alameda households have children under 18, compared 32.6% in Alameda County, 23.7% in the state, and 32.8% in the U.S.

Per Capita Income. Alameda is relatively prosperous. According to the 2000 Census, per capita income in the City of Alameda is $30,982, compared to $26,680 in Alameda County, $22,711 in California and $21,690 in the U.S.

Poverty Rate. The U.S. Census Bureau's *Profile of Selected Economic Characteristics 2000* shows that Alameda has considerably lower poverty rates than average. For individuals in Alameda, the rate in 1999 was 8.2%; for Alameda County it was 11%; for California it was 14.2%; for the U.S. it was 11.8%.

Alameda residents, however, represent a range of income levels. The Census Bureau estimates the school-age poverty rate in Alameda to be 12.5%. This figure is just over half the statewide rate of 22.4%.[7] In 2000, just under 6% of Alameda children resided in households enrolled in Temporary Assistance to Needy Families (TANF) programs. By comparison, 11.4% of Alameda county children, and 12.7% of California children reside in similar households.[8]   Even so, 39% of Alameda school students qualify for free or reduced-cost lunches, which is considerably below the statewide rate of nearly 47%.

Median Property Value. According to the Census report, *Profile of Selected Economic Characteristics 2000*, median property values in Alameda significantly exceed those in Alameda County, California and in the U.S.   Alameda's median property value was $345,000, compared to $303,100 in Alameda County, $211,500 in California, and $120,496 in the U.S. A larger portion of Alamedans rent their housing (52.1%), than do residents of Alameda County (45.3%), Californians (43.1%), or Americans as a whole (33.8%).

Unemployment.   According to the Web site of the Bureau of Labor Statistics, the March 2002 unemployment rate for the City of Alameda was 4.5%, which is considerably lower than the unemployment rate for the region, state and nation. On the same date the Alameda County unemployment rate was 6.2%, the California rate was 6.3% and the U.S. rate was 6.0%.

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[5] United States Census Bureau (2001), AProfile of General Demographic Characteristics≅.
[6] Ibid.
[7] United States Census Bureau Housing and Household Economic Statistics Division Small Area Estimates Branch (1997 and 1998).
[8] Rand California (2002).

Occupation. In Alameda managerial and professional occupations predominate, as compared to the rates in Alameda County, California and the U.S. Alameda=s five largest industry clusters (computer-related electronics, environmental technology, health care and bio-technology, motion pictures, television, multimedia, and maritime industries) tend to produce significantly higher wage levels than its smaller retail sector.[9]

- Management. 48.2% of Alamedans are employed in management, professional and related occupations. This compares with 42.3% in Alameda County, 36% in California, and 33% in the U.S.

- Service. 11.7% of Alamedans are employed in service occupations. This compares with 11.9% in Alameda County, 14.8% in California, and 15% in the U.S.

- Sales and Office. 26.2% of Alamedans are employed in sales and office occupations. This compares with 26.3% in Alameda County, 26.8% in California, and 27% in the U.S.

- Farming, Fishing and Forestry. 0.2% of Alamedans are employed in farming, fishing and forestry occupations. This is equal to the 0.2% in Alameda County, and below California*'s* rate of 1.3% and the U.S. rate of .7.

- Construction, Extraction and Maintenance. 5.7% of Alamedans are employed in construction, extraction and maintenance occupations. This compares with 7.5% in Alameda County, 8.4% in California, and 9.5% in the U.S.

- Production, Transportation and Material Moving. 8.1% of Alamedans are employed in production, transportation and material moving occupations. This compares with 11.8% in Alameda County, 12.7% in California, and 14.7% in the U.S.

Academic Performance Index. The California Dept. of Education Academic Performance Index for January 2002 reveals considerable variation in rankings of schools within the Alameda Unified School District.   Half of Alameda's 17 schools rank in the top three performance deciles statewide, 8, 9 and 10, or in the top 30% of school performance. The other half of Alameda's schools rank in deciles 4, 5 and 6, indicating the middle third of performance statewide.

Out of 17 schools, Alameda has 5 schools that meet or exceed the state's performance target of 800, and 5 of its schools are labeled "underperforming" by the state. All of the District's underperforming schools are located in Alameda's West End.

The median API Base score for California elementary schools is 690. Eight of Alameda's 12 elementary schools have API Base scores above 690 and 4 schools have API Base scores that fall below 690. The median API Base score for California middle schools is 669. Two of Alameda's 3 middle schools have API Base scores above 669 and 1 school has an API Base score that falls below 669. One of Alameda's two high schools scores above the state's median

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[9] City of Alameda (2002), AFacts and Figures About the City of Alameda≅.

API Base score of 635 for high schools, and the other falls just below the state median. (N.B. Island High is a continuation high school; continuation schools are not included in the State's API rankings.)

Education. Alamedans are better-educated than other Californians or the nation as a whole. According to the 2000 Census, 25.6% of all Americans 25 and older have a bachelor=s degree or higher. The corresponding figure for California is 27.5%. Although the Census does not yet reflect this data for Alameda , according to *Claritas*, a demographic database vender commonly used by businesses and local governments, 31% of Alameda residents over the age of 25 have a bachelor=s degree or higher.

The median education level, Amedian school years completed by persons 25 years and over≅ is 12.8 in Alameda Co., according to *Counting California*, a Web site published by the University of California and the Library of California. We have not been able to locate median education figures for the City of Alameda, but we assume that our educational level equals or exceeds Alameda Co. as a whole.

Literacy. The most recent literacy data comes from the 1993 U.S. Dept. of Education National Adult Literacy Survey (NALS). NALS classified adults at literacy levels 1-5, Level 1 being the lowest. Adults who score in Level 1 are at great disadvantage in their earning power and daily life and urgently need to improve their literacy skills. Alameda=s rate of Level 1 literacy was measured in NALS at 17%. Even with Alameda's large immigrant population, this is considerably lower than the 24% rates recorded for Alameda County and California, and the 21%-23% rate in the U.S. as a whole.

5. <u>ANALYSIS AND DISCUSSION OF COMMUNITY CHARACTERISTICS</u>.

Incorporated in 1884, the City of Alameda comprises 12.4 square miles on two islands in San Francisco Bay, 12 miles east of San Francisco, within Alameda County. Although it lies in the heart of a major metropolitan area, Alameda has a small-town atmosphere. More than 10,000 buildings in Alameda were constructed prior to 1930, and residents prize its tree-lined streets, beautiful old housing stock and quaint charm.

For almost sixty years Alameda gained its identity by being a Navy town. The Naval Air Station was the community=s economic engine; at its height N.A.S. Alameda employed 17,000 persons. When the base closure was announced in 1993 it was worrisome to the community. There were predictions of economic collapse, and many people feared Alameda would never recover. The runup to base closure and the actual closure in 1997 caused the population to drop from almost 79,000 to 72,259 within just a few years. Although base closure removed 5,000 workers from the local economy, economic ruin did not follow. The City undertook complex negotiations with the Navy, to obtain conveyance of the base, which is being developed for mixed use. Already, over two million square feet are under lease, an exclusive negotiation agreement with a master developer has been signed. The Master Plan contemplates housing, office space, community services and a world-class hotel and golf course to be built, just 20 minutes by ferry from San Francisco.

Except for the area of the former Naval Air Station, Alameda is already densely populated. The population center will shift westward as the Naval Air Station and its environments are developed for mixed use over the next 20 years. In the year 2020, the population is expected to rise to 79,500, according to population projections by the Association of Bay Area Governments.

Despite its small-town ambience, the business climate in Alameda is robust. There are three major shopping areas: Park Street, Webster Street and South Shore Shopping Center. All three of these areas are in the midst of major renovation and expansion. Trader Joe=s will open a store in Alameda in the fall of 2002, and other major retailers are in the process of negotiating with the City. Neighborhood commercial areas are scattered throughout Alameda, a legacy of the commuter train system which used to serve the island. Neighborhoods and shopping areas are now well-served by a variety of public and alternative transit modes.

Alameda is home to a number of high tech firms and business parks which work closely with the City on a variety of economic development initiatives. Both the Oakland Airport and Bay Area Rapid Transit (BART) are within a 15-minute drive from anywhere in Alameda, and make Alameda an attractive location for new and relocating businesses.

Alameda has a City Council/City Manager form of government and employs 650 full-time employees to provide a full menu of services to its residents. A major contributor to Alameda's quality of life is its municipal electric utility and telecommunications enterprise. Alameda Power &Telecom (AP&T) is the oldest municipal electric utility west of the Mississippi, and among the oldest utilities anywhere. Through AP&T, our city has invested in power resources adequate for our needs, insulating our community from the supply and price volatility that has impacted much of the state. AP&T has a superior record of environmental responsibility; over 80% of the power consumed in Alameda is generated from clean, renewable resources. System reliability is high and electric rates are 25% to 35% lower than in surrounding communities, adding to Alameda's reputation as an attractive, business-friendly location.

A recent development is the addition of telecommunications business lines. AP&T has built a state-of-the-art fiber-optic telecommunications backbone for command and control of the electric system. Spare capacity is being used to provide municipal cable television and Internet services to Alameda. Both product lines are significantly more robust and offer better value than competitive systems. The new cable television service is being enthusiastically received by the community. AP&T Cable has more than 4,000 subscribers after less than 6 months in business. This excellent use of public assets returns revenue to the city.

Although it boasts a small-town atmosphere, Alameda is becoming more and more cosmopolitan. The population is well-educated and rapidly becoming more diverse. According to the School District, seventy-two languages other than English are spoken in the homes of Alameda=s school children. Many Alamedans regularly commute to work all over the Bay Area, and many have traveled extensively or emigrated from other nations. Despite Alameda's relative prosperity, approximately 10% of households receive some form of housing assistance. Although more than half of Alameda residents are renters, home ownership rates have been steadily increasing since the early 1990's. Like the entire Bay Area, Alameda experienced a rapid increase in both rental and ownership housing prices over the last several years, but is now

seeing a more affordable and stable housing market.

Alamedans are very community-minded. Between November 2000 and May 2002, the voters passed three separate tax measures to support the Library, the School District and the Alameda Hospital. The Library garnered 78.4%, the School District 71%, and the Hospital 68% affirmative votes. A recent anonymous survey by the City=s Social Services Human Relations board found that community volunteer participation is quite high. Of respondents to the survey, 54.6% reported volunteering for at least one hour during the previous month. The same survey found that City residents also participate in a variety of community organizations and activities. A sizeable number of people regularly participate in recreational associations for both adults and children, faith associations and educational associations. The percentage of residents regularly participating in recreational and faith associations tops 50%.

Alameda residents are custodians of a century of public parks and recreation. Alameda's first park opened in 1895, and today's park system extends over 120 acres of open space, parks and playgrounds. Alameda has retained the feeling of natural parks with historic groves of trees, shoreline pathways along the estuary and beaches fronting on San Francisco Bay. It has also constructed active parks for soccer, baseball, football and other organized sports to meet the needs of its young families. The 328 acre Chuck Corica Golf Course provides two 36 hole and one 9 hole public golf courses, featuring lushly landscaped grounds adorned with thousands of trees and waterways.

Alameda's volunteer spirit is complemented by a long tradition of community-based organizations delivering a wealth of recreation, education and social services. The Alameda Collaborative for Children, Youth and Their Families boasts more than 40 members, including several City departments, who joined together to coordinate existing programs for children and youth and to develop new ones. Similarly, the Alameda Point Collaborative represents housing developers and service providers addressing the needs of some 200 formerly homeless families from throughout the Bay Area.

The Alameda One-Stop Career Center is hosted by the College of Alameda and supported by a partnership of City and community-based agencies. Part of the Alameda/Contra Costa County workforce development network known as EastBay WORKS, the Alameda One-Stop serves residents and businesses with an array of employment- and training-related programs.

Alameda is served by two regional daily newspapers, a twice-weekly regional newspaper, and a weekly newspaper which is locally written and published. Two cable television companies serve the island, providing both mainstream, special government and public access programming.

The services of the new library will include substantial services to meet the needs of the large senior population and the groups who are not native English speakers. The community's devotion to improving student achievement and the Library/School District collaborative relationship will put extra emphasis on materials and services to improve student achievement. The already-robust array of children's services and materials will be expanded to meet the high levels of interest by parents of young children. The wide array of community groups from homeschoolers to sports clubs will at last have a place to hold meetings and gatherings, and everyone will be able to relax with a coffee, a magazine or a friend in the café.

6. ANALYSIS OF LIBRARY SERVICE NEEDS

a. Executive Summary.

The Library Plan of Service has been developed directly from the results of the needs assessment, including focus groups, large community meetings, individual interviews, meetings with special interest groups and school personnel, and surveys. The findings of the needs assessment have been interpreted in light of existing circulation and service patterns, and community demographics.

The strongest findings of the needs assessment were demands for more print and electronic materials, more computers, meeting rooms, study rooms, tutoring space, an inviting children=s area and program space, improved access for the disabled and better support for K-12 students. Existing circulation and service patterns show that patrons would make good use of increased collections of popular and high interest print, electronic and media materials, and expanded materials and programming for children. Demographic data showed that sizeable segments of the population are best served in their native languages, a growing percentage of the population 65 or older, and serious disparities in student achievement in different areas of the city.

To address these needs, four service responses were selected.

X   Current Topics and Titles. This service response helps fulfill the public demand for information about popular culture and social trends. It includes acquisition of print, electronic and media materials for all ages.

X   General Information. This service response helps meet the need for information on topics related to work, school and personal life. It includes maintaining strong staff resources, information resources, and a well-designed and easy to use Web site.

X   Lifelong Learning. The library serves residents throughout their lives; this role helps address the need to acquire new skills and knowledge at any age. It includes a wide range of activities and materials, such as Ababy literacy≅ programs for ages 0-3, the Summer Reading Club, and computer classes in the library=s Computer Lab. A strong Adult Literacy Program and international languages collections contribute to this role.

X   Formal Learning Support for K-12. In this role the library helps students improve academic achievement by providing resources to them and their parents. This includes resources such as study and meeting space, print and electronic materials, staff who have knowledge of School District programs and requirements, and volunteer programs for tutoring and homework help.

Many ideas were repeatedly expressed during Needs Assessment. Almost everyone agreed that the Interim Main Library is too noisy, and that quiet study and reading spaces are needed. Everyone thought the Interim library is much too small and that it is imperative to improve access for the disabled. Participants wanted more of everything: computers, books, magazines,

newspapers, videos, CD=s. Many participants specifically requested comfortable seating and a café. Even more numerous were the requests for meeting rooms for a whole range of community gatherings and events. And while they are perhaps not service issues, we should also mention the community=s twin concerns that the new library be architecturally respectful of its historic surroundings, and as environmentally-responsible as possible.

The desirability of constructing and equipping the library in a manner that would maximize its ability to support K-12 education was expressed repeatedly, by public and private school parents, homeschool parents, teachers and school administrators, and citizens from all walks of life. Suggestions included specialized study spaces, more and better materials, better communication and coordination with the School District, and opportunities for tutoring and homework help.

b. Analysis of Library Service Needs Based on the Community Library Needs Assessment.

More Print and Electronic Materials. It was abundantly clear from the needs assessment input that the patrons correctly perceive that the library does not have enough up-to-date materials to meet demand. While it is true that the Interim Main Library=s collection of about 105,000 items is quite small for a community of 72,000, the real problem is the age of the collection. Patrons judge a collection by its utility to them. It is not simply a matter if how many items they see on the shelf, but on how many items they see which they might realistically consider consulting or checking out. When a library has excessive numbers of older materials, the patron may literally find nothing to check out, regardless of how many items are available. The Library must purchase, promote and display current topics and popular print and media materials. In the realm of electronic materials, the Library must maintain and expand the major periodical and information databases, acquire new electronic formats as appropriate, provide user guides and pathfinders, and maintain a user-friendly and up to date Web site.

More Computers. Electronic materials (except circulating e-books) do not circulate; they are always Aon the shelf≅. However, use of electronic materials requires an access point, a computer workstation. The tiny number of computer workstations in the current Interim Main Library severely inhibits access to electronic materials, a message which was strongly delivered by the community. Access to a terminal is most pressing for people who do not have computer access at home, but everyone who visits the library may potentially need to consult a database or the catalog. The number of patrons who want to find information on their own without staff intervention is sizeable and growing, and service and facility plans should encourage this trend.

Quiet Reading and Study Rooms. Probably the group of patrons who were most unhappy with the Interim Library were the Seniors who want a quiet place to read and study. We also heard from students, parents, teachers and others who wanted small group study rooms for students to study and work on projects together.

Tutoring Space. The small group study rooms will be used for this purpose, as will table seating in the general collection areas. Tutoring or homework assistance will take place in the YA Homework Center, as well.

Attractive, Inviting Children=s Area and Programs. Lots of parents spoke up for a children's

area with an inviting atmosphere, child-sized furniture and cozy parent/child seating. They want a storytime area where children can be noisy without bothering people in the rest of the library. They want storytimes and special programming, including storytimes for the all-important 0-3 age group, summer reading programs, class visits, reference and readers advisory service. Furnishings will be selected to be appealing to children and to invite child/parent interaction and reading.

Access for the Disabled. The Library has and will maintain a weekly delivery service to the Homebound. Although the Interim Main Library accommodates the disabled, it could not be described as friendly or easy to use. Our disabled community needs and wants a wide array of specialized equipment and materials, including accessible workstations, captioned and signed videos, braille materials, and staff trained to assist the disabled. All ADA standards will be met or exceeded. These services and this equipment are directly beneficial to both the disabled and our aging population.

Better Support for K-12 Students. This is the area in which a whole new, expanded approach to services will occur. The opportunity to develop joint ventures with the School District has opened the way to new possibilities for improving service to students. The Library will provide two homework centers; we will house a collection of core curriculum materials at every library; we have established joint ventures relating to tutoring and homework help; we will recruit students to assist and train members of the public on various computer skills; we will offer multiple SAT prep sessions at the library for students; we will provide access to library databases from every classroom; we have dedicated two workstations to offer School District online educational software; we will meet quarterly with school district staff for information sharing and training, and we will meet regularly with homeschool support groups.

Comfortable Seating. Our community is acutely aware of the almost total lack of comfortable seating in the Interim Main Library, and we were repeatedly asked to remedy this situation. Forty-three lounge seats will be available throughout the library.

Non-Native English Speakers. According to the Alameda Unified School District, 72 languages other than English are spoken in the homes of our students. In our libraries we observe heavy use of Chinese, Spanish, Korean and other foreign language collections. The foreign language collections must be doubled in size to meet this need. Patrons speaking other languages need library materials, brochures and programming in their native languages.

7. SERVICE LIMITATIONS OF EXISTING LIBRARY FACILITIES.

Not applicable. The Alameda Free Library has no existing facility.

8. PHYSICAL LIMITATIONS OF EXISTING LIBRARY FACILITIES

Not applicable. The Alameda Free Library has no existing facility.

9. SPACE NEEDS ASSESSMENT

a. Library Collections.

(1) Current Status of Collections.

Table 1 (p. 36) shows the sizes of the adult and young adult books, media and periodicals collections.

Adult and Young Adult Book Collections. At the Interim Main Library, the adult book collection numbers 103,222. Of this number, 20% are fiction and genre fiction. General fiction and mysteries are the largest components of the fiction collection. Approximately 59% of the adult collection is non-fiction including oversize, 4% is foreign language and 10% are non-circulating reference and the local history collection. The balance of the adult book collection is new books (1.5%), paperbacks (3%), large print (3%). Year 2001 circulation of the Adult book collection was 144,099.

The proposed size of the adult book collection is 127,900.

The YA book collection is very small, some 1,738 items. It consists primarily of fiction and nonfiction on subjects of special interest to teens, including health, careers, college, academic and study skills, psychology, life skills, and teen fiction. Year 2001 circulation of the YA book collection was 3,919.

The proposed size of the Young Adult book collection is 6,100.

Adult/Young Adult Media Collection. The adult/young adult media collections number approximately 3800; 78% are entertainment and educational videos. The rest are very small collections of Books on Tape, Books on CD and music CD=s. Year 2001 circulation of the Adult/Young Adult media collection was 61,757; videos accounted for 91% of the circulation.

The proposed size of the Adult/Young Adult media collection is 20,000.

Adult and Young Adult Periodicals Collections. Presently the Interim Main Library has 140 adult and 17 Young Adult current periodicals and 31 newspapers. Because so many backfile periodicals are now available on periodical databases, we will, in the new library, reduce the space required for backfiles by about half.

The proposed size of the Adult periodicals collection is 275 current periodicals and 40 newspapers, plus backfiles.

The proposed size of the Young Adult periodicals collection is 24 current periodicals.

Adult and Young Adult Collections	TITLES OR VOLUMES (November 2001)
A. CURRENT ADULT AND YOUNG ADULT BOOKS COLLECTION	
Fiction	13,171
Mysteries	5,331
Science Fiction	830
Western	392
Large Print	3,045
New Books	1,100
New Books (face out)	500
Paperbacks	3,000
Young Adult	1,738
Non-Fiction	58,055
QNon-Fiction	3,111
Chinese Language	1,321
Japanese Language	718
Spanish Language	713
Vietnamese Language	340
Other Languages	686
Reference	6,215
Local History	4,694
Total Adult and Young Adult Books Collection	**104,960**
B. CURRENT ADULT AND YOUNG ADULT MEDIA COLLECTION	
Books on Cassette	388
Audio Compact Disk	219
Books on CD	196
CD-ROM	0
DVD	0
Video Cassette	2,982
Total Adult and Young Adult Media Collection	**3,785**
C. CURRENT ADULT AND YOUNG ADULT PERIODICALS COLLECTION	
Current Magazines Titles	140
Back Issues Magazines (Vol. Equivalents)	1,000
Current Newspapers Titles	31
Young Adult Current Magazines Titles	17
Total Adult and Young Adult Periodicals Collection	**1,188**
TOTAL ADULT AND YOUNG ADULT COLLECTIONS	**109,933**

Table 1 Current Adult and Young Adult Book, Media, Periodicals

Table 2 (p. 38) shows the sizes of the children's books, media and periodicals collections.

Children=s Book Collection. The Children=s book collection currently numbers some 25,490 items. The largest portion is non-fiction materials, which account for 42% of the total. This is followed by picture books (25%), J Fiction (14%), Moving Up beginning chapter books (6%), Easy Readers and Paperbacks (4% each), Reference (2%) and small collections of Parent/Teacher and Foreign Language books. The year 2001 circulation of the children=s book collection was 101,241

The proposed size of the Children's book collection is 39,200.

Children=s Media Collection. The Children=s media collection currently numbers 837 items. The largest segment is videos for children (86%), music CD=s comprise another 11%. The balance of the collection is audio cassette tape and book kits. The year 2001 Children=s media collection circulation was 21,574.

The proposed size of the Children's media collection is 5,000.

Children=s Periodical Collection. The children=s periodical collection consists of 21 current titles; only 4 titles (professional tools) are retained as backfiles. There are no children=s newspapers.

The proposed size of the Children's periodical collection is 75 current periodicals and 4 professional journals kept in backfile.

Children's Collections	TITLES OR VOLUMES (November 2001)
A. CURRENT CHILDREN/JUVENILE BOOKS COLLECTION	
Easy Readers	1,072
Picture Books	6,327
Moving Up	1,525
Paperbacks	1,000
Fiction	3,585
Parent/Teacher	269
Non-Fiction	10,583
Spanish Books	188
Other Languages	388
Reference	553
Total Children/Juvenile Books Collection	**25,490**
B. CURRENT CHILDREN/JUVENILE MEDIA COLLECTION	
Audio Cassette	25
Audio Compact Disk	95
CD-ROM	0
DVD	0
Video Cassette	717
Total Children/Juvenile Media Collection	**837**
C. CURRENT CHILDREN'S/JUVENILE PERIODICALS COLLECTION	
Children's Current Periodicals Titles	21
Back Issues Magazines Volumes Equivalents	4
Total Children's/Juvenile Periodicals Collection	**25**
TOTAL CHILDREN/JUVENILE COLLECTIONS	**26,352**

Table 2 Current Children's Books, Media, Periodicals

(2) Collection development; justification for sizes and types of proposed collections.
(3) Summary of all projected collections.

This section combines discussion of the justification of sizes of collections with summaries of shelving and space requirements. (The following Tables 3-8 labeled "a" show the size, format, category and subcategory of each collection, including volumes per linear foot and assumptions regarding the percentage of the collection in circulation. Tables 3-8 labeled "b" show the type of shelving/storage unit, number of volumes per unit, number of units needed to house the collection, and total amount of assignable square footage needed to house the collections.)

Improving library collections is a high priority in Alameda. For 75 years the Alameda Free Library has been housed in facilities too small for adequate collections--first in the Carnegie Building, and now in the Interim Main Library. During that same time, the library also had an inadequate materials budget and a low acquisition rate. Among our 5-member group of peer libraries, Alameda consistently ranks lowest in materials expenditures per capita, and it is no

coincidence that we also rank lowest in circulation per capita. For some years the Alameda Free Library also undertook the role of retaining last copies of adult fiction which had been discarded by other libraries. The result of all these circumstances is an undersized, outdated collection of both fiction and nonfiction.

i. Adult and Young Adult Collections.

In 1999 the adult book collection was analyzed according to publication date. While the mission statement emphasized the development of a high-interest collection, the reality was that 52% of adult fiction materials and 60% of nonfiction had been published 11 or more years ago; every area of the adult collection was outdated. Examples included 66% of travel materials published 11+ years ago, 47% of technology/medicine published 11+ years ago; in pure sciences, 60% published 11+ years ago, and even 58% of the test books were 11 years or older. The most current section of the nonfiction was the computer science collection in which 48% of the items had been published more than 5 years earlier. The 1999 collection analysis showed that 25,000 adult books at the Interim Main Library, approximately 25% of the total, had not circulated in 5 years or longer.

A vigorous program of weeding was undertaken. In 30 months more than 23,000 items were withdrawn from the adult collection, as against 18,000 added, a net reduction of 5000 volumes. During that same period, circulation increased by 34%. At about this time the City Council made a commitment to double the materials budget over 5 years. Purchasing decisions began more accurately to reflect the library=s mission by emphasizing high-interest materials and multiple copies. The acquisitions budget grew 30% between 1999 and 2001.   Despite higher acquisitions, shelves became less crowded as old, unused materials were weeded and the remaining materials circulated more.

Limited space had seemed to dictate that there would be no adult display shelving in the Interim Main Library. But with creative rearrangement, 306 linear feet of display shelving was added, together with display fixtures for CD=s and YA periodicals. The combination of emphasizing high-interest materials, purchasing multiple copies, and weeding have improved attractiveness and ease of use. In just 3 years the turnover rate of adult materials at the Interim Main Library has increased 26%, from 1.5 to 1.9. Ongoing improvements mean a continuation of this trend. This observation was also supported by every focus group which requested more, and more current materials.

Adult and YA Book Collections.

The Adult book collection is projected to grow to 127,900 by the year 2020, an increase of 24%. The YA collection is projected to grow to 6,100, more than a threefold increase. The size and composition of these collections will meet the goals and objectives of our service plan, which emphasizes current and topical materials. Table 3a (p. 43) and Table 3b (p. 44) show the size and space requirements for these collections.

Nonfiction. Historically, the adult book collection at the Main Library has been heavily weighted toward non-fiction, with 41% of the adult book circulation in this area. However, as

described above, by the late 1990's the non-fiction collection had become quite outdated. So our ongoing collection development goal for non-fiction is to create and maintain a modern, vital collection, with special emphasis on areas which are in most demand as shown by circulation figures and surveys, while reducing the overall percentage of adult books devoted to nonfiction from 59% to 53%.

The challenge will be not only to keep pace with public demand in our most popular collection areas (the 300's, 600's and 900's for example) but to find ways to expand them without exceeding space and budgetary guidelines. This is critical because often the areas that generate the most interest and circulation are also the ones that need to be kept most up-to-date. One example of this is the travel book collection. At any given time one-third or more of our travel books are checked out. It is difficult to keep enough current material on the shelves to meet patron needs. Moreover recent trends toward more specialized vacations (trekking, rafting, bicycling) and an emerging appetite for travel to more exotic locales requires that the scope of this collection be broadened.

Technical manuals also generate significant interest. While there continues to be a strong demand for repair manuals and diagrams of older cars and appliances, interest has shifted dramatically toward materials to help in understanding and using computer hardware, software, and modern electronic equipment as it continually evolves and improves. This is a high demand, high loss collection that needs continual updating to retain its usefulness.

To meet the special needs of these collections as well as our overall nonfiction collection development goals, we will consider alternative solutions such as the development of an e-book service. E-books allow patrons access to full text books on a number of topics. These include many of the popular areas of computers, consumer health, travel, career, business, basic how-to and homework help. The materials are recent editions, are available 24/7 and borrowers can read the book from the e-book Web page. Items are loaned for a specific period and when the loan period ends, the e-book is automatically checked in and available for the next patron. There are no overdue, lost or damaged items.

General Fiction. Collection analysis in 1999 also showed that approximately half of the adult general fiction collection was 11 or more years old. General fiction currently accounts for 18% of circulation in the adult collection, and has an annual turnover of 2.0. Fiction is being significantly expanded in the proposed collection; the general fiction collection will increase by 52%, growing from 13% of the adult book collection to 16%. Circulation of general fiction will be promoted by purchasing multiple copies to meet the library's standard of no more than 5 reserves per copy, and by a more user-friendly location for the fiction collection. Presently, in the Interim Main Library the fiction stacks are remote from any reference assistance. In the new library the Information Desk and reader's advisory service will be adjacent to the fiction stacks, which will also tend to promote fiction circulation.

Genre Fiction. Overall the genre fiction collection will grow by 22%, maintaining its 6% share of the adult books collection. In 2001 the genre fiction provided 12% of the adult book circulation.

- Mystery. The most popular area in genre fiction is the mystery novel, with a 2001 turnover

rate of 2.8.   The mystery collection is projected to grow by 15%.

- Science Fiction. The science fiction collection is currently very small, but has a devoted following, and there are many classic titles which should be added. The year 2001 turnover rate was 2.1. The science fiction collection is projected to grow by 75%, to 1500 items.

- Western. Westerns have a small (and dwindling) following in Alameda. The year 2001 turnover rate was 0.4. The Western collection will be regularly refreshed, but is projected to stay approximately the same size.

- Romance. Romances are not separately cataloged in the fiction collection, but are popular and circulate well. Paperback romances are extremely popular and will continue to be a part of our collection. However, most are uncataloged paperbacks and do not yield verifiable use statistics.

Large Print. The large print collection, used primarily by Alameda=s large and growing senior population, has a 2.0 annual turnover rate. This collection will increase to 6,100, more than doubling in size. As the baby boom population has begun reaching the age where they need and appreciate large print, the Large Print collection must be expanded in numbers and scope. Baby boomers want more non-fiction topics as well as the more traditional fiction materials.

The Library's weekly Homebound delivery service also makes heavy use of large print materials, and a planned expansion of the Homebound service makes expansion of the collection even more important. Large print materials will be placed on the first floor of the new library, in an area with comfortable chairs and lamps, to make them as easy to use and inviting as possible, especially for the older seniors.

International Languages. The international languages collection will more than double; it will emphasize Asian languages (Chinese, Korean, Japanese, Vietnamese, Tagalog) for Alameda=s large Asian population. The Chinese language collection is currently the most-used, with a turnover rate of 3.5; it is projected to grow by 54%. The Spanish language collection, which currently has a 2.75 turnover rate, will nearly triple in size. Other language collections will include Farsi, German, French and Russian. The international languages collections will be easier to find and to use. At the Interim Main Library they are relegated to an out-of-the-way area. In the new library better signage and more visibility will increase their use.

Local History. Local history is important to Alamedans. The Alameda and California collections are heavily and increasingly used by both residents and non-residents. Users include researchers, students, homeowners, and those interested in the history and culture of Alameda. Use will increase with the projected digitizing of retrospective materials, including clippings and newspapers, which go back to 1874. The local history collections will grow by 21% in the new library.

Career Collection.   The library does not now have a separate career collection. Even if we did, there is nowhere in the Interim Library to shelve and display such a collection. But in the new library, we will establish a collection of approximately 1,000 career, test and educational

materials. For example, even at the slowest times one-third of test books are not on the shelf, and circulation grows to 50% or more around the time that tests are given. Job-seekers, students of all ages and those seeking to upgrade their credentials provide a steady market for multiple copies of these materials. Electronic test resources such as the recently-acquired learnatest.com show promise in providing alternative access to test materials. The career collection will include materials relating to all types of careers, vocations, training programs and test materials in multiple copies and multiple formats.

Reference. The Reference Collection continues to rely more and more on electronic resources; print reference collections are projected to remain approximately the same size. Print materials allocations and space requirements are shown in Tables 3a (p. 43) and 3b (p. 44) with the rest of the adult print collection. The storage and space requirements for the clippings files and microform storage are shown in Table 3c (p. 44).

Young Adult Book Collection. During the needs assessment, YA=s were vocal in their desire for better materials in many subject areas. This collection definitely needs to be much larger in our new library, for our teen population of approximately 6000. Their interest in more new materials, and the close relationship which is developing between the public schools and the library will increase interest in and use of the library by teens. The YA collection is projected to increase by 250%, to 6100. This will be a collection of one item per capita for this group. Our YA book collection had a 2001 circulation of 3,919, and a turnover rate of 2.3.

We have found that YA=s are not necessarily best served by simply having a large YA-specific collection. Young Adults, much more than children, make use of the Library=s general collections, particularly the adult materials. Much of their library use is also for class assignments; the collections which serve these needs are, depending on the student=s grade and academic level, likely to be adult materials or materials from the older side of the children=s collection. In fact, during a focus group with the Youth Advisory Council, teens specifically requested assurance that they would be welcome in all areas of the library.

The YA-specific collections will be focused on up-to-date materials on subjects of particular interest to this age group. Our facility plan for small group study rooms, theYA Homework Center, our Joint Ventures with the School District and improved collections will provide the infrastructure for improved services to YA=s.

Collection	Projected Volumes	Percent in Circulation	Projected Volumes on Shelving	Volumes per Linear Ft.	Linear Feet of Shelving
Fiction	20,000	15%	17,000	8	2,125
Mysteries	6,100	15%	5,185	8	649
Science Fiction	1500	12%	1,320	8	165
Western	400	1%	396	8	50
Large Print	6,100	10%	5,490	8	687
New Books	1,100	35%	715	8	90
New Books (face out)	500	60%	200	1	200
Paperbacks	4,000	40%	2,400	16	150*
Young Adult	6,100	25%	4,575	12	382*
Non-Fiction	64,400	12%	56,672	8	7,084
QNon-Fiction	3,000	12%	2,640	8	330
Chinese Language	2,000	15%	1,700	8	213
Korean Language	1,000	5%	950	8	119
Spanish Language	2,000	15%	1,700	8	213
Vietnamese Language	1,000	10%	900	8	113
Other Languages	2,000	5%	1,900	8	238
Reference	6,200	--	6,200	6	1,034
Career	964	10%	868	8	109
Career display	36	10%	36	1	36
Local History	5,600	--	5,600	8	700
Total Adult and Young Adult Books Collection	**134,000**	**13%**	**116,447**		**14,687**

*Some on "spinner" shelving

Table 3a.   Adult/YA Books Collection Linear Feet

ADULT/YOUNG ADULT BOOKS COLLECTION ASSIGNABLE SQUARE FEET					
Collection	*Type of Shelving/*	*# of Volumes/*	*Linear*	*Number of*	*Net*
Fiction	7 shelves h x 10"d	168	2,125	0.7	1488
Mysteries	7 shelves h x 10"d	168	649	0.7	454
Science Fiction	7 shelves h x 10"d	168	165	0.7	116
Western	7 shelves h x 10"d	168	50	0.7	35
Large Print	5 shelves h x 10"d	120	687	0.7	481
New Books (face out	5 shelves h x 10"d,	120	290	1	290
Paperbacks	Paperback spinner	280 per spinner	1 spinner	25/spinner	25
Paperbacks	5 shelves h x 8"d,	240	125	0.7	88
Young Adult	5 shelves h x 10"d	180	358	0.7	267
Young Adult	Paperback spinner	280 per spinner	1 spinner	25/spinner	25
Non-Fiction	7 shelves h x 10"d	168	7,084	0.7	4959
Qnon-Fiction	7 shelves h x 15"d	168	330	0.7	231
Chinese Language	7 shelves h x 10"d	168	213	0.7	149
Korean Language	7 shelves h x 10"d	168	119	0.7	83
Spanish Language	7 shelves h x 10"d	168	213	0.7	149
Vietnamese Language	7 shelves h x 10"d	168	113	0.7	79
Other Languages	7 shelves h x 10"d	168	238	0.7	167
Reference, higher	5 shelves h x 12"d	90	617	0.7	432
Reference, low	3 shelves h x 12"d	54	417	1	417
Career	5 shelves h x 12"d	90	109	0.7	76
Career display	5 shelves h x 10"d,	90	36	1	36
Local History	5 shelves h x 12"d	120	700	0.7	490
Total Adult/Young Adult Books Collection Assignable Square Feet					**10,537**

Table 3b. Adult and Young Adult Books Collection Assignable Square Feet

MICROFORMS AND CLIPPING FILES ASSIGNABLE SQUARE FEET			
Furniture /Electronic Equipment	*Number of Square Feet per Units*	*Amount of Units*	*Net Assignable Square Feet*
Microform cabinet, 11 drawers (each drawer holds 80 – 35 mm rolls)	10	10	100
File cabinets, 5 drawers, vertical for Alameda clipping collection	10	5	50
File cabinets, 5 drawers, vertical for map and picture clipping collection	10	8	80
Total Square Feet			*230*

Table 3c. Reference Microforms and Clippings Files Assignable Square Feet

Adult and Young Adult Media Collection.

Alameda=s present adult and young adult media collection at the Interim Main Library leaves a great deal to be desired in both size and scope. Considerations of space make it virtually

impossible to increase these very popular collections beyond their current total about 3800 items. This collection is about 78% video, 6% music CD, 6% books on CD and 10% books on cassette. Until just a few years ago the media collection was even smaller in both size and scope. For example, compact discs were first purchased in 2000.

The Adult and Young Adult media collection is projected to grow to 20,000 items in the new library, an increase of 400%. Tables 4a (p. 46) and 4b (p. 46) show the shelving and square foot requirements for these projected collections.

Videocassettes. The videocassette collection will include both entertainment and educational materials. As in most public libraries, media circulate very heavily; the 2001 turnover rate for adult/young adult videos was 19. The video format is popular everywhere, but it seems especially so in Alameda, which has no movie theater. For that reason, video has received extra emphasis in our collection development plan. The popularity of the video formats in the adult collection is reflected in the proposed 50% increase in the videocassette collection and the establishment of a DVD collection of equal size. In addition to entertainment, cultural and educational videos in English, the library will expand its foreign languages video collection. The most needed subjects are learning languages (especially English), medical, self-help, citizenship and "how to" materials. This collection will be built in Spanish, Mandarin, Cantonese and other languages as available.

DVD's. The DVD collection will be similar in content to the videocassette collection, depending upon what becomes available in this format. As DVD's become more established in future years, the balance between DVD and videocassette collections may shift, and the DVD collection may become larger than the video collection. The DVD=s smaller size means that there will be ample room for the collection, even if it grows larger.

Compact Discs. The adult CD collection was established in 2000 with the purchase of music CD's. Initial purchases were "best performances" of standard classical works. As this collection grows, in accordance with our collection development policy it is being broadened and will eventually include in addition to classical materials, American folk music, jazz, blues, international and holiday music, film scores, music of local interest and popular works, including a selection of popular music of interest to YA=s. This collection is projected to increase eightfold.

Books on Cassette/CD. Audiobooks are popular with seniors who have visual problems or who may have difficulty holding books, and commuters. Long commutes are common, and commuters make heavy use of the recorded books collections. Audiobooks are also used by families during car trips, and materials suitable for both adults and children are in demand. In year 2001, these materials had a turnover rate of 15.3. Audiobooks purchased include unabridged versions of both fiction and nonfiction classics and popular materials. These collections are projected to grow almost eightfold, with a gradual increase in the proportion of CD=s and a de-emphasis on the more fragile audiocassette format.

Educational CD-ROM. A small collection of 250 CD-ROMs is projected. This collection will include some of the most popular library topics, including such subjects as how-to materials,

home and garden topics, computer and other tutorials, finance, wills, trusts and probate, and materials to assist learning new languages, including English.

Emerging formats and Mixed Media. Because of the pace of technological change, space has been programmed for the future expansion of the media collections with a media type or types which are currently unknown or have not become popular.

	Projected Volumes	*Percent in Circulation*	*Projected Volumes on Shelving*	*Volumes per Linear Ft.*	*Linear Feet of Shelving*
Books on Cassette	1,750	40%	1,050	6	175
Audio Compact Disk (music)	1,750	40%	1,050	30	35
Books on CD	3,000	30%	2,100	8	263
CD-ROM	250	20%	200	30	7
DVD	4,500	40%	2,700	30	90
Video Cassette	4,500	40%	2,700	10	270
Mixed Media and Emerging Formats	4,250	40%	2,550	30	85
Total Adult and Young Adult Media Collection	**20,000**	**37.5%**	**12,350**		**925**

Table 4a. Adult and Young Adult Media Collection Linear Feet

ADULT AND YOUNG ADULT MEDIA COLLECTIONS ASSIGNABLE SQUARE FEET					
Collection	*Type of Shelving/ Storage Unit*	*# of Volumes/ Single Face Shelving*	*Linear Feet of Shelving*	*Number of Square Feet per Linear Feet*	*Net Assignable Square Feet*
Books on Cassette	5 shelves h, 8"d, displ. Type	90	175	0.5	88
Audio Compact Disk (music)	5 shelves h, 8"d, displ. Type	450	35	0.5	18
Books on CD	5 shelves h, 8"d, displ. Type	120	263	0.5	132
CD-ROM	5 shelves h, 8"d, displ. Type	450	7	0.5	4
DVD	5 shelves h, 8"d, displ. Type	450	90	0.5	45
Video Cassette	5 shelves h, 8"d, displ. Type	150	270	0.5	135
Mixed Media and Emerging Formats	5 shelves h, 8"d, displ. Type	450	85	0.5	43
Total Adult and Young Adult Media Collection Assignable Square Feet					**465**

Table 4b. Adult and Young Adult Media Collection Assignable Square Feet

Adult and Young Adult Periodical Collections.

Tables 5a (p. 48) and 5b (p. 48) show the shelving and square foot requirements for this collection.

The adult collection of current periodicals is projected nearly to double, the newspaper collection will grow by 29% and the YA periodicals collection will grow by 41%. The "Current Magazines" shelves hold the most current issue of each magazine, plus the recent issues, which will be stored under lift-up display shelving. Regardless of how many of the recent issues are in circulation, the shelving requirements do not change; hence the "0% in Circulation" designation.

The "Back Issue Magazines" shelving will be compact storage shelves located in the Periodical area. The compact shelving will also hold other materials such as rare, fragile or surplus items. The back issues in the compact shelving are primarily older general interest and California bound periodicals. These are particularly useful for student reports, and some go back as much as 75 years. Because of their wide subject matter, they are useful for contemporary photographs and commentary on many subjects, including styles of architecture, home decorating, fashion and the like.

Subscriptions to electronic databases, Infotrac and BigChalk, are currently available with 24 hour access via the Internet. Patrons can access both of these databases at the library as well as remotely with their library card number. Because of this virtual collection, the articles needed are always available. Collections of magazines, reference books and newspaper articles are available, many in full text format. Subject areas include general interest magazines and newspapers, business and health. *Informe*, which is included in the Infotrac package, provides full text articles in Spanish. All of the magazines and newspapers indexed in these databases are current to the month and in some instances are updated daily. BigChalk is extremely useful for students of all ages (K-12) and the citations include reading level by grade. Images, an important component of periodicals, are becoming more prevalent and better in quality as technology improves.

The local newspapers, *Alameda Times-Star, Alameda Journal* and the *Alameda Sun*, are retained permanently in microfilm format. The hard copies are not retained. These microfilmed local newspapers go back to the 1860's and have undergone various name changes. They are invaluable resources for students, genealogists, researchers, and the general public who are interested in Alameda and its history. Other newspapers that are currently microfilmed are the *San Francisco Chronicle* retained back to 1974 and the *New York Times* back to 1956. In the past many magazines were microfilmed, but because of the availability of full text articles in electronic format, these will be phased out.

Collection	Projected Volumes	Percent in Circulation	Projected Volumes on Shelving	Volumes per Linear Foot	Linear Feet of Shelving
Current Magazines	275	0%	275	1	275
Back Issue Magazines	572	0%	572	0.7	400
Current Newspapers	40	0%	40	1	40
Young Adult Current Magazines	24	0%	24	1	24
Total Adult and Young Adult Periodicals Collection	**911**	**0%**	**911**		**739**

Table 5a. Adult and Young Adult Periodicals Collection Linear Feet

ADULT AND YOUNG ADULT PERIODICALS COLLECTION ASSIGNABLE SQ. FT.					
Collection	Type of Shelving/ Storage Unit	# of Volumes/ Single Face Shelving	Linear Feet of Shelving	Number of Square Feet per Linear Feet	Net Assignable Square Feet
Current Magazines	5 shelves h, 12"d, displ. type	15	275	1	275
Back Issue Magazines	7 shelves h, 12"d	15	400	0.7	280
Current Newspapers	3 shelves h, 15" d	9	40	1	40
Young Adult Current +Magazines	5 shelves h, 12"d, displ. type	15	24	1	24
Total Adult/Young Adult Periodicals Collection Assignable Square Feet					**619**

Table 5b. Adult/Young Adult Periodicals Collection Assignable Square Feet

ii. Children's Collections.

The children's collection at the Interim Main Library is much smaller than the adult collection, but much busier, with an annual turnover rate of 4.8. The children's collection (including media) numbers fewer than 26,000 items; children's materials constitute 19% of the Main Library collections, but account for 37% of the circulation.

Children's Book Collection.

Tables 6a (p. 51) and 6b (p. 52) show the shelving and square foot requirements for the Children's book collection.

Easy Readers: Easy Readers are in high demand by beginning readers, especially those who

have just "caught fire" because the little squiggles on the page suddenly make sense. These books have larger print than novels and have controlled vocabularies, they still have illustrations to keep the text from appearing intimidating, and they are popular with pre-kindergarten through third grade readers, especially during the Library's Summer Reading Program. Adult literacy students and tutors who are looking for interesting subjects with a simple vocabulary often use easy non-fiction in this format. Pre-reader books in this collection are popular with parents who want to start their child on the road to reading at an early age.

The Alameda Unified School District has established a program to evaluate and teach early reading skills. This program relies heavily on the use of Accelerated Readers. "Accelerated Reader" is a reading program in which students read a book on the Accelerated Reader list and then take a comprehension quiz on a computer. The Library has many Accelerated Reader recommended titles.

Currently the Easy Reader collection has a turnover rate of 9.2; this collection will almost double in size.

Picture Books: Picture books are very popular with children young and old. The books appeal to the youngest child learning to read, to the elementary school child revisiting books read "when I was a little kid," to parents, teachers, child caregivers, and lovers of children's literature, as well as library professionals. These are the books of choice for group sharing, one-on-one adult/child sharing, family entertainment, and subtle lessons for the young. The themes found in picture books are endless: friendship, family, birth, death, seasons, imagination, community and diversity, and animals, to name a few. The concepts and values are also numerous: colors and shapes, letters and numbers, first experiences like starting school and potty training, sharing, courage, self confidence, and love.

The demand for board books for babies and toddlers increases with the growing popularity of baby and toddler lap sit programs. Books in this collection are often "loved to death" with numerous checkouts and constant handling by young patrons. Regular cleaning of book covers, mending of pages and weeding of dilapidated copies, and the replacement of it is constant with this popular collection.

Currently the Picture Book collection has a turnover rate of 6.0, this collection will increase by 77%.

Moving Up: "Moving Up" books are transitional chapter books for children about 7-10 years of age. These children are ready for longer stories but still need slightly larger print and illustrations to break up the text. This collection is heavily used during the school year for supplemental classroom reading and is also popular during the summer months for recreational reading. Many of the popular series books are found in this collection such as *The Boxcar Children*, *Captain Underpants*, and *Cam Jansen*. Shorter novels for family sharing (read alouds) are also found in the moving up collection, including classics like *Charlotte's Web, Mr. Popper's Penguins* and the *Little House* books.

Currently the Moving Up collection has a turnover rate of 4.6, this collection will double in size.

Paperbacks: Paperbacks are supplemental to the cataloged collection. Many of the popular

series fiction are purchased in this format. Paperbacks are popular vacation selections because they are smaller and more lightweight than their hardcover counterparts. The paperback collection provides multiple copies of frequently requested cataloged titles, many series fiction titles, and some paperback original titles.

Fiction: Recreational reading, including award winning and popular titles, are emphasized in the fiction collection. Fiction genres such as mystery and fantasy, as well as stories about "kids like me," are popular with children seeking escape or validation for their feelings and circumstances. We have observed that multiple requests for a title sometimes indicates that a teacher is reading it aloud to the class and students want to follow along or read ahead. School District funding is such that classroom sets of books for the school year are not allowed home because the books are shared among all students in the various classes who use the room. Those students who need to catch up on the classroom assignments frequently come to the library for copies of their required reading. We need to have more titles in our collection and multiple copies of popular titles.

Currently the Fiction collection has a turnover rate of 2.7, this collection will double in size.

Parent/Teacher: The Parent and Teacher collection is small but vitally important. It includes books about introducing children to literature, analyzing children's literature and art, creating bulletin boards, developing story times, suggested reading bibliographies, approaching difficult topics with children, teaching new skills like potty training, and picture books which illustrate difficult situations such as uncomfortable touching or the dangers of guns. Future development of this collection will include more materials for the new parent, for adults interested in home schooling their children, for adults working with children as teachers or caregivers, and additional materials about timely or difficult topics for young children.

Currently the Parent/Teacher collection has a turnover rate of 1.2, this collection will double in size, and will be much more visible and accessible in the new library.

Nonfiction: During the needs assessment process it was confirmed that all our public elementary schools have media centers, staffed by certified teachers. School collections have been modernized in recent years thanks to state funds for purchase of library materials. Homeschool students use the nonfiction collection as a primary source for their curriculum support; public school students use the nonfiction collection for their supplementary source material. The circulation of this collection ebbs and flows with the current topics of interest, California history (especially California Missions), sports, and science project books are always popular while poetry, government, and art only seem popular when an assignment is given. As the core nonfiction collection for children in Alameda, this collection will continue to be modernized with a regular program of weeding and replacement to provide an updated collection with broad subject coverage in addition to the popular interest and assignment driven requests.

Currently the Nonfiction collection has a turnover rate of 1.8, this collection will increase by approximately 10%.

Spanish and Other International Languages: The Spanish and International Languages collection is small and growing. The recent acquisition of new Spanish materials has increased circulation and demonstrated the need for collections in other languages. Families for whom

English is not their first language desire materials in their native language to read to their children and grandchildren. Parents and grandparents who are immigrants enjoy reading classic folk stories from their home countries to their children and grandchildren to help preserve their native heritage and instill pride in their communities. Students of foreign languages look for simple books to practice their newfound language proficiency and comprehension. The difficulty has always been locating appropriate materials to add to the library collection but the library will make a continued effort to provide materials in as many languages as possible.

Currently the Spanish collection has a turnover rate of 4.5 and the International Language collection has a turnover rate of 1.0. These collections will almost double in size.

Constant collection maintenance with a regular program of weeding, purchasing and replacement as outlined in the Collection Development Policy will continue to improve the quality of the children's collections our community has come to expect from their public library. Regular customer surveys will ensure that the collections continue to meet the community's needs.

Collection	Projected Volumes	Percent in Circulation	Projected Volumes on Shelving	Volumes per Linear Foot	Linear Feet of Shelving
Easy Readers	2,400	65%	840	20	42
Picture Books	11,200	35%	7,280	20	364
Moving Up	3,300	20%	2,640	13	203
Paperbacks	1,200	50%	600	20	30*
Fiction	7,200	20%	5,760	8	720
Parent/Teacher	600	8%	552	8	69
Non-Fiction	11,500	20%	9,200	13	708
Spanish Books	600	20%	480	20	24
Other Languages	600	10%	540	20	27
Reference	600	--	600	8	75
Total Children's Book Collection	**39,200**	**27%**	**28,492**		**2,262**

*Some on "spinner" shelving

Table 6a. Children's Book Collection Linear Feet

CHILDREN'S BOOKS COLLECTION ASSIGNABLE SQUARE FEET					
Collection	*Type of Shelving/ Storage Unit*	*# of Volumes/ Single Face Shelving*	*Linear Feet of Shelving*	*Number of Square Feet per Linear Feet*	*Net Assignable Square Feet*
Easy Readers	3 shelves h x 10"d	180	42	1	42
Picture Books	3 shelves h x 15"d	180	364	1	364
Moving Up	3 shelves h x 10"d	169	203	1	203
Paperbacks	Paperback spinner	300 per spinner	2 spinners	25/spinner	50
Fiction	5 shelves h x 10"d	120	720	0.7	504
Parent/Teacher	5 shelves h x 10"d	120	69	0.7	48
Non-Fiction	5 shelves h x 10"d	195	708	0.7	496
Spanish Books	5 shelves h x 10"d	300	24	0.7	17
Other Languages	5 shelves h x 10"d	300	27	0.7	19
Reference, low	48" h x 10"d	96	75	1	75
TOTAL CHILDREN'S BOOKS COLLECTION ASSIGNABLE SQUARE FEET					1818

Table 6b. Children's Book Collection Assignable Square Feet

Children=s Media Collection.

Tables 7a (p. 53) and 7b (p. 54) show the shelving and square foot requirements for the Children's media collections.

The children=s media collection at the Interim Main Library is inadequate for the demands of our community. The collection has about 840 items; lack of space makes it difficult to increase it. The children=s media collection is about 86% video, 11% music CD, and 3% books on cassette and book/cassette kits. In the new library it is projected to increase sixfold, to 5000 items.

Video. The video collection includes entertainment and educational materials, selected according to our collection development policy. They have PG or G ratings or are "recommended for family viewing". The 717 videocassettes in the collection are enormously popular, with a turnover rate of 27. Holdings are about 2/3 entertainment and 1/3 educational, including history, science and sports.

The video format is popular everywhere, but it seems especially so in Alameda, which has no movie theater. For that reason, video has received extra emphasis in our collection development plan. We are projecting an increase to almost 2000 videocassettes in the children=s collection to meet the demand. The popularity of the DVD format in video stores and other libraries establishes the need to create a DVD collection. Currently the library has no DVD=s, and a collection of 2000 is projected. Altogether this will result in a 3,875-item video collection.

CD=s. The CD music collection currently has 95 items and is quite active, with a turnover rate

of 15.5. This collection responds to the community=s requests for music in various genres for children, to expand their musical education and appreciation .Types of music include children=s songs for car trips and use in the classroom, ethnic and patriotic songs for special programs, and activity music for home and classroom. Other genres include classical, jazz and folk music. This collection will continue to grow as materials are selected according to our collection development policy. The children=s CD collection is projected to grow to 500 items, a 400% increase.

Audio Books. Book/cassette kits are tremendously popular at the Interim Library--so popular that they are rarely on the shelf. At any given time more than 95% of the collection is checked out. Patrons learning the English language, as well as children learning to read, find the book/cassette kits valuable as a visual and audible resource for learning the language. As the home use of compact disc players by young children increases, the library will add books on CD in addition to Books on Cassette. Materials purchased are unabridged versions of titles already in the library=s book collection. Books on cassette and Books on CD will be included in the media collection for children as it continues to grow and change according to the needs and interests of our community. A 500-item collection is projected.

Educational CD-ROM. A small CD-ROM collection is planned to begin in the fall of 2002. The demand for educational software for children in this format is increasing and the library will strive to meet those needs. A wide variety of software to teach reading readiness, math readiness, basic keyboarding, foreign languages, spelling, color and shape concepts, and numerous other skills are available for children. A collection development statement and selection policy must be established before this collection can be launched. We are confident that this collection will be popular in our current library and, especially, in our new quarters. A 450-item collection is projected.

Collection	*Projected Volumes*	*Percent in Circulation*	*Projected Volumes on Shelving*	*Volumes per Linear Foot*	*Linear Feet of Shelving*
Books on Tape & CD	500	40%	300	19	16
Audio Compact Disk (music)	500	40%	300	30	10
CD-ROM	125	20%	100	30	4
DVD	1,938	40%	1,163	30	39
Video Cassette	1,937	40%	1,163	10	116
Total Children'sMedia Collection	**5,000**	**39%**	**3,026**		**185**

Table 7a. Children's Media Collection Linear Feet

CHILDREN'S MEDIA COLLECTION ASSIGNABLE SQUARE FEET					
Collection	*Type of Shelving/ Storage Unit*	*# of Volumes/ Single Face Shelving*	*Linear Feet of Shelving*	*Number of Square Feet per Linear Feet*	*Net Assignable Square Feet*
Books on Tape & CD	5 shelves h, 8"d, displ. type	285	16	0.5	8
Audio Compact Disk (music)	5 shelves h, 8"d, displ. type	450	10	0.5	5
CD-ROM	5 shelves h, 8"d, displ. type	450	4	0.5	2
DVD	5 shelves h, 8"d, displ. type	450	39	0.5	20
Video Cassette	5 shelves h, 8"d, displ. type	150	116	0.5	58
TOTAL CHILDREN'S MEDIA COLLECTION ASSIGNABLE SQUARE FEET					**93**

Table 7b. Children's Media Collection Assignable Square Feet

Children=s Periodical Collection.

Tables 8a (p. 54) and 8b (p. 55) show the shelving and square foot requirements for the children's periodical collection.

The children=s periodical collection currently has 21 titles; it is projected to triple, to 75 periodicals. Patron requests, popular culture, and professional review will be the guidelines for selection of new titles in the children=s collections. These periodicals are not used for historical reference, and are not retained in permanent backfiles. Furthermore, they are literally read to death and eventually fall apart under constant circulation and handling. The backfiles, such as they are, will be stored under the flip-up display shelves. The "0% in Circulation" notation simply means that, unlike books, the shelving requirements for current periodicals do not depend upon how many are in circulation.

Professional journals, just a handful of titles, will be kept as backfile collections for several years.

Collection	*Projected Volumes*	*Percent in Circulation*	*Projected Volumes on Shelving*	*Vol's per Linear Ft.*	*Linear Feet of Shelving*
Children's Current Magazines	75	0%	75	1	**75**
Children's Back Issue Magazines	36	0%	36	0.7	**25**
Total Children's Periodical Collection	**111**	**0%**	**111**		**100**

Table 8a. Children's Periodicals Collection Linear Feet

CHILDREN'S PERIODICALS COLLECTION ASSIGNABLE SQUARE FEET					
Collection	*Type of Shelving/ Storage Unit*	*# of Volumes/ Single Face Shelving*	*Linear Feet of Shelving*	*Number of Square Feet per Linear Feet*	*Net Assignable Square Feet*
Children's Current Magazines	5 shelves h, 12"d, displ. type	15	75	0.7	53
Children's Back Issue Magazines	5 shelves h, 12"d	15	25	0.7	18
TOTAL CHILDREN'S PERIODICALS COLLECTION ASSIGNABLE SQUARE FEET					**71**

Table 8b. Children's Periodicals Collection Assignable Square Feet

Additional Considerations.

In developing collection sizes for the future, we also considered: (1) Performance Measure comparisons with similar libraries, (2) published Library Standards and (3) Demographic data.

(1) Performance Measures. We compared ourselves across standard performance measures with four comparable Bay Area libraries, Livermore, Mountain View, Redwood City and San Leandro, including both input data such as collection size and expenditures per capita, and output data such as circulation per capita and turnover rate. Table 9 (p. 56) shows those comparisons for 1999-2000, the most recent statewide report. Alameda's rank was at or near the bottom in every measure. This was not a surprise; performance comparisons with these libraries have shown similar results for many years.

We analyzed the performance differentials. Except for our very small media holdings, the size of our collections was quite similar to theirs. Other than media, size of collections was not really the problem. The most obvious difference between the high performing libraries and ourselves is in expenditures for materials and the allocation of those expenditures. In short, we determined that improvement of collection composition is imperative. We developed a plan for our future collections which will double the materials budget and focus on high-interest materials in all formats.

Alameda and Neighboring Libraries—Performance Statistics*						
	Alameda	**Rank**	**Livermore**	**Mt. View**	**Redwood City**	**San Leandro**
Population	**73,700**	**5**	74,300	76,000	78,000	76,700
Oper Expend's	**$1,897,617**	**5**	$2,835,281	$3,786,967	$4,920,255	$3,171,959
$$ per Capita	**$25.54**	**5**	$38.15	$49.83	$63.08	$41.36
Reference	**81,652**	**3**	56,396	81,889	112,347	101,920
Ref per Capita	**1.1**	**3**	0.8	1.1	1.4	1.3
Circulation	**457,163**	**5**	777,039	1,025,586	777,657	583,305
Circ per Capita	**6.2**	**5**	10.5	13.5	10.0	7.6
Collection Size	**178,573**	**5**	216,261	248,753	208,393	207,232
Collec per Cap	**2.4**	**5**	2.91	3.27	2.67	2.70
Turnover Rate	**2.6**	**5**	3.59	4.12	3.73	2.81
Lib Materials Expenditures	**$214,500**	**5**	$340,990	$387,678	$413,617	$249,644
Materials $$ per capita	**$2.91**	**5**	$4.59	$5.10	$5.30	$3.25
Attendance	**352,552**	**3**	232,332	497,368	584,370	321,243
*data from *California Library Statistics 2001*						

Table 9 Performance Measures 99/00

(2) Library Standards.

Population--Size. We compared our projected 2020 population of 79,500 to *Wisconsin Public Library Standards, 3rd ed. (WPLS3)*. Expansion and refurbishment of the existing branches and their collections are planned. It is also probable that eventually a new branch will be constructed to serve the western one-third of the island, formerly the site of the Naval Air Station, but now being developed for residential and other uses. Projections indicate that in all categories Alameda's libraries will meet or exceed *WPLS3* basic standards.

- Total Print Volumes. The Main Library will have a total projected print collection of 173,000. With the expansion of the branch system we project at least an additional 80,000 volumes, to meet the *WPLS3* print collection standard of 3.2 print volumes per capita.

- Periodicals. The Main Library will have a projected 414 current periodicals; in the expanded branch system we project at least 220 additional, to meet the *WPLS3* standard of 8 periodicals per 1000 population.

- Audio Recordings. The Main Library will have a projected 7500 audio recordings; with the expansion of the branch system we project at least 1,600 additional, to meet the *WPLS3* standard of .12 audio recordings per capita.

- Video Recordings. The Main Library will have a projected 12,875 video recordings; with the expansion of the branch system we project at least 1000 additional, to exceed the *WPLS3* standard of .08 video recordings per capita.

- Collection Size. The systemwide print, audio and video collection of 276,000 will exceed the *WPLS3* standard of 3.4 items per capita.

(3) Demographic Data.

Population—Number of Residents. Addressed in population-adjusted Library Standards above.

Population--Ethnicity and Language. We maintained a keen awareness of the ethnic mix in Alameda, particularly our large Asian population, and the many languages spoken in our public schools. We have addressed these matters with large projected increases in our international languages collections, especially Chinese, Spanish, Vietnamese and Korean, and by using volunteer translation skills available through the School District, reaching out to the community and making use of the language skills of all employees--from Library Director to Library Page-- who are knowledgeable about other languages and cultures.

Population--Age. Population composition by age affects our service plan and our collections. Both the senior (65+) population and the youth (0-17) population are growing in our community. Spaces in the library have been designed with seniors in mind, large increases in the Large Print collection are projected, and assistive software and equipment will be installed. For the youngest children and their parents, parenting and picture book collections will grow, and furnishings will be especially selected to facilitate reading and other interactions between parent and child. The joint ventures with the School District, core textbook collections, temporary reserve collections, homework centers with special software and databases and the ongoing collection development information-sharing with the School District, private and homeschool groups will help meet the needs of K-12 students.

b. Patron Seating. For more than 50 years the Alameda Free Library has lacked sufficient seating. In the Interim Main Library there are only 75 reader seats (69 of which are hard wooden or plastic chairs), 9 technology seats and no meeting room or program space at all. This situation

will be vastly improved in the new library, as follows:

Reader Seats = 199

- *Popular Library*. 14 lounge seats, 8 table seats.
- *Young Adult Homework Center*. 4 lounge seats, 16 seats at tables and 2 individual carrels.
- *Periodicals*. 8 lounge seats, 16 table seats.
- *Reference*. 24 table seats.
- *Career Center*. 8 table seats.
- *General Collection*. 24 table seats and 24 individual carrels.
- *Preschool*. 1 lounge seat, 20 table seats.
- *Parenting*. 4 lounge seats.
- *Children's Homework Center*. 4 lounge seats, 16 table seats, 6 individual carrels.

Table 10 (p. 59) shows the Alameda Free Library=s projected 199 reader seat allocation, and the net assignable square footage for each.

In addition to the 199 reader seats, there will be 80 technology seats for the public, and 311 group seats.

Technology Seats = 80

- *Popular Library*.   4 Internet/multifunctional computers, 2 Quick Search, 1 Kurzweil, 2 Optelec.
- *Young Adult Homework Center*. 4 Internet/multifunctional computers.
- *Periodicals*. 2 microform reader-printers.
- *Reference/Career Center*. 2 Internet/multifunctional computers, 5 Quick Search.
- *Computer Commons*.   20 Internet/multifunctional computers.
- *Computer Lab*. 21 Internet/multifunctional computers.
- *Adult Non-Fiction Stacks*. 3 Quick Search.
- *Children's Discovery Center*. 12 Internet/multifunctional computers.
- *Children's Homework Center*. 2 Internet/multifunctional computers.

Table 11 (p. 61)shows the Alameda free Library's projected 80 technology seat allocation, and the net assignable square footage for each.

Group Seats = 311

- *Reference*. 2 small group study rooms, each for 4 people with table and chairs.
- *Family Literacy Center*.   2 small group study/instruction rooms, each for 6 people with table and chairs.
- *General Collection*. 2 small group study rooms, each for 6 people with table and chairs, quiet study room for 16 people with 8 individual carrels and 8 lounge seats with occasional tables.
- *Children's Services*. Story Hour and Craft Room with chair seating for 18 and 75 floor seats.

- *Community Meeting Rooms.* Large meeting room (divisible with folding wall mechanism); theater seating in chairs for 150 people, meeting room lobby and café, with table seats for 20 to eat snacks and read current newspapers, magazines, or peruse used paperbacks.

Table 14 (p. 65)shows the allocations for group seating (meeting, program and study rooms) and the net assignable square footage for each.

The Wisconsin Division for Library Services publication *Public Library Space Needs: a Planning Outline* (1998) suggests a year 2020 population-adjusted 2.625 seats per 1000 population, or 209 seats for Alameda. This is slightly less than the 3 seats per 1000 population in *Wheeler and Goldhor's Practical Administration of Public Libraries* (1981), which yields 239 seats. Alameda will exceed both these standards, with 199 reader seats and 80 technology seats, for a total of 279 user seats. There will be another 311 seats in group areas such as meeting rooms, study rooms and the storytime room.

READER SEATS ALLOCATION AND ASSIGNABLE SQUARE FEET					
Location/Department	*Type of Seats*			*Number of Square Feet Per Seat*	*Net Assignable Square Feet*
	LOUNGE	*Table Seats*	*Individual Table/Carrel*		
Popular Library	14			15	210
		8		25	200
Young Adult Homework Center	4			15	60
		16		25	400
			2	30	60
Periodicals	8			15	120
		16		25	400
Reference		24		25	600
Career Center		8		25	200
General Collection		24		25	600
			24	30	720
Preschool Children	1			15	15
		20		25	500
Parenting	4			15	60
	4			15	60
Children's Homework Center		16		25	400
			6	30	180
Subtotal	**35**	**132**	**32**		
Total Number of Reader's Seats = 199 Seats					
READER SEATS ASSIGNABLE SQUARE FEET					**4,785**

Table 10 Reader Seats--Types and Space Requirements

c. Technology.

(1) The proposed library will have the following numbers and types of technology

equipment to support the operation of the facility:

34	Staff PC workstations
50	AThin Client≅ public access workstations
15	Public access PC=s, with software
10	AQuick Check≅ stand-up OPAC PC=s
2	Express Check self-check machines
2	Servers and software for Thin Clients
1	Server for Epixtech system
1	Server for School District proxy connection
1	Server for mail and Web applications
1	Server for SNMP and printer control
3	Networked printers for public use in children=s area, children=s homework center, YA homework center
5	Networked printers for staff use (3 public desks, 2 workrooms)
1	Fax/scanner printer for public use in computer lab
3	Fax/scanner printers for staff use
1	System printer
6	Direct printers for staff office use
3	Receipt printers (circulation)
3	Label printers (technical services)
2	Centralized high speed printers for public use
15	Barcode readers/scanners
1	Office software, site license
2	Microform reader/printers
2	Optelec CCTV=s
1	Kurzweil machine
10	ADA assistive software for Public Access PC=s
2	Video projectors, ceiling mount, 3000 lum
1	Smart podium with controllers, large
2	Smart podium with controllers, small
2	Document camera/overhead projectors
2	Podium PC=s, with LCD displays
1	Video Control Switch Console
2	Beaded display screens, retracting
1	Voice switch & 50 handsets
1	Print control system
1	Materials security system
1	Keycard system for all interior and exterior doors
5	Ethernet switches, 40-port
2	Routers, Cisco 26XX or equivalent
1	Firewall, Cisco PIX 515 or equivalent
4	Wireless network attachment points
4	Fiber Ethernet modules for Cisco
1	OpenView or other SNMP software

(2) Calculations to translate technology equipment needs into space needs

Table 11 (p. 61)shows the calculations which translate the technology equipment workspaces for the public into space needs, including the conversion factors to calculate the square footage needed to accommodate the equipment and workstations. Thin Client, Public Access and Quick Check computers have not been assigned square footage; the square footage is assigned to the furniture upon which they rest and the seating they require. The same calculations have been made for the Networked Printers, the Fax/scanner printer, the Microform reader/printers, the Optelec CCTV=s and the Kurzweil machine.

TECHNOLOGY SEATS ALLOCATION AND ASSIGNABLE SQUARE FEET							
	Type of Seats						
Location/Department	MULTIFUNCTIONAL MICROCOMPUTER SEATS	Microform Seats	Optelec	Kurzweil	OPAC station, stand-up	Number of Square Feet Per Seat	Net Assignable Square Feet
Popular Library	4					30	120
					2	10	20
			2	1		30	90
Young Adult Homework Center	4					30	120
Periodicals/Microforms		2				25	50
Reference/Career Center	2					30	60
					5	10	50
Computer Commons	20					30	600
Computer Lab	21					30	630
Adult Non-Fiction Stacks					3	10	30
Children's Discovery Center	12					30	360
Children's Homework center	2					30	60
Subtotal	**65**	**2**	**2**	**1**	**10**		
TOTAL TECH. SEATS	**80**						
TECHNOLOGY SEATS ASSIGNABLE SQUARE FEET							**2,190**

Table 11 Technology Seats for the Public

d. Staff Offices and workstations.

(1) Projected staff organization and standards.

Alameda=s staffing has remained constant for several years; 28 FTE are assigned to Main Library, including Library Director, Technical Services, Custodial, Circulation, Reference and Children=s Services staff and Pages. In the new Main Library, staffing is projected to increase by 4.0 FTE, bringing the total for Main to 32.0 FTE; the branches will have 4.0 FTE until they are expanded. The staff is projected as shown here and in the organization chart, Table 12 (p. 62).

Library Director--1
Departmental Secretary--1
Supervising Librarians: Children=s Services, Tech Services/Automation, Adult Services/Reference--3
Manager, Main Library--1
Librarians: Reference and Adult Services--6
Librarians: Children=s Services--1
Library Technicians: Circulation--9
Library Technicians: Technical Services/Order--3
Clerk-Typist: Technical Services--1
Custodians--2
Pages--4

Although we expect substantial increases in circulation, reference and acquisition, the new library will have much improved efficiency. There will be better sight lines, improved acquisition and interlibrary loan technology, more visible collections, improved signage, greatly expanded numbers of Internet and other terminals where patrons can more easily do their own work without staff intervention, and self-check machines. These changes will permit us to improve the level of service to our patrons with only small increases in staffing. We will also rotate staff through assignments as greeters.

We also have experience of the effect of constantly-improving technology on staffing. The building design and layout were deliberately created to maximize collection visibility, ease of use and patron self-help, and we made an extensive analysis of workflow in the new building. We have confidence that in a new building the augmented staff will deliver much better service, even as activity increases. Our systemwide staffing level of 36 FTE will almost match the *Wisconsin Public Library Standards 3rd ed.* recommendation of .5 FTE per 1000 population.

Table 12 Organization Chart

(2) Allocation of staff workstations and
(3) Calculations to translate office and workstation needs into assignable square footage.

Table 13 (p. 63) provides the allocation of staff workstations by department, the number of assignable square feet required by each, and the conversion factors required to calculate the assignable square footage to house them.

OFFICES AND WORKSTATIONS ALLOCATION AND ASSIGNABLE SQUARE FEET							
	Type of Office or Workstation						
Location/ Department	*DIRECTOR'S + OFFICE*	*Librarian Office*	*Service Desk Workstation*	*Librarian Workstation*	*Technician Workstation*	*Number of Square Feet per Office or Workstation*	*Net Assignable Square Feet*
Library Administration	1					200	200
		1				140	140
					1	65	65
Circulation/ ILL			3			60	180
				1		85	85
					3	65	195
Popular Library			1			60	60
Reference			2			60	120
		1				130	130
				4		85	340
Children's Services			2			60	120
		1				130	130
				1		85	85
					2	65	130
Friends Booksale Sorting					1	65	65
Computer Support					2	65	130
Technical Services		1				130	130
					7	65	455
Subtotal	**1**	**4**	**8**	**6**	**16**		**2,695**
TOTAL WORK-	**35**						

STATIONS	
TOTAL SPACE NEEDS	**2,760**

Table 13 Allocation of Staff Workstations and Space Requirements

e. Meeting, program and study room requirements.

Table 14 (p. 65) shows allocation and space requirements of meeting, program and study rooms.

During community meetings, strong sentiment was expressed by a wide range of community groups, parents and individuals that the library needed to offer multipurpose meeting room space for community meetings, cultural events, study projects and gatherings of various sorts. A café was also frequently suggested. Alameda=s large senior population are avid library users; they repeatedly expressed their desire for meeting spaces and a quiet reading room. Teachers, students, School District administrators and parents requested small group study and tutoring spaces, and quiet study rooms. All these types of spaces have been programmed into the new Alameda Main Library.

      (1) Description of the number and capacity of meeting rooms.

Small Study Rooms. There will be six small group study rooms in the library. The need for group study rooms was strongly expressed by School District personnel and students. These rooms support our role of K-12 Formal Education Support. Two of the rooms will have a capacity of 4 people each; they are located in the Reference area. Four of the rooms will have a capacity of six people each; two are located near the YA collection and two are located in the Family Literacy area.

Quiet Reading Room. A technology-free quiet room for reading will accommodate 16 persons in lounge and individual table seating. The need for such a space was strongly expressed in the needs assessment, especially by seniors. This room will permit the reading, contemplation and study envisioned in our role as a Lifelong Learning center.

Story Hour and Craft Room. This room will provide a dedicated space for storytimes and craft programs, and will ensure that noisy activities do not bother patrons in the rest of the library. It will have a presentation system with a smart podium and controllers to permit the use of various electronic and non-electronic media, an overhead console and built-in screen, and a puppet theater. This area supports the library=s role as a center for early childhood development and Lifelong Learning.

Community Meeting Room(s). This is a large room with a capacity of 150 persons seated theater-style. A folding wall will allow the room to be divided into two smaller rooms. It will have a presentation system with a smart podium and controllers to permit the use of various electronic and non-electronic media, an overhead console and built-in screen, and there will be a small stage. The need for this type of space was repeatedly expressed during the needs assessment process. These rooms provide space for community groups to gather and for the presentation of library-sponsored programs in support of our Lifelong Learning role.

Meeting Room Lobby and Café. A café was repeatedly suggested during the needs assessment. This area will serve as a gathering place for the meeting rooms, and the small café will be operated by the Friends of the Library for the library's benefit. Space will be provided not only for food sales/display and dining, but also for reading materials including a paperback exchange,

and a few of the most popular newspapers and magazines.

MEETING, PROGRAM AND STUDY ROOMS ASSIGNABLE SQUARE FEET					
Department	*Name of Room*	*# of Seats or Units*	*# of Square Feet per Unit*	*Subtotal Net Assignable Square Feet*	*Total Net Assignable Square Feet*
Reference	2 Study Rooms, 4 people each	2 tables (8 chairs)	100	200	200
General Collection	2 Group Study Rooms, 6 people each	2 conf. tables (12 chairs)	150	300	300
	Quiet Study Room	8 occasional tables	10	80	440
		8 lounge chairs	15	120	
		8 indiv. tables (8 chairs)	30	240	
Children's Services	Story Hour and Craft Room	75 (places to sit on the floor)	5	375	805
		1 counter with sink	80	80	
		1 puppet theatre & stage	50	50	
		3 folding tables (18 chairs)	80	240	
		1 smart podium	10	10	
		1 storage closet	50	50	
Family Literacy Center	2 Instruction Rooms, 6 people each	2 conf. tables (12 chairs)	150	300	300
Community Meeting Rooms	Meeting Room Lobby & Café	5 tables (20 chairs)	60	300	455
		2 food display case	50	100	
		1 paperback spinner	25	25	
		1 water fountain	10	10	
		2 pay phones	20	20	
	Community Meeting Room	150 stack chairs	10	1,500	
		2 smart podiums	10	20	
		1 stage	200	200	
Total Net Assignable Square Feet					**4,220**

Table 14 Meeting, Program and Study Rooms Space Requirements

f. Special Purpose: Miscellaneous Space Needs.

      (1) Description of miscellaneous spaces or equipment
      (2) Calculation to determine the amount of special purpose assignable square footage

Special purpose and miscellaneous spaces include the Entrance Lobby, Meeting Room Lobby and Café, Staff Lounge/Lunch Room, Staff Lockers and Emergency Room, Delivery Area, Copier/Printer Alcoves, various library storage rooms, Computer Support Services, Friends of the Library booksale sorting area, Custodial Operations, Departmental and other storage areas and Administration Conference/Staff Training Room. Tables 15-23 show the equipment required and calculations to determine the square footage needed for these spaces.

Entrance Lobby. This is the main entry point into the building. It provides amenities such as a pay telephone, a water fountain, displays and information. Table 15 below shows the Lobby and the calculations used to determine the amount of assignable square footage required. It also contains the necessary conversion factors for furniture and equipment.

ENTRANCE LOBBY SPACE REQUIREMENTS			
Furniture /Electronic Equipment	*Number of Square Feet Per unit*	*Amount of units*	*Net Assignable Square Feet*
Exterior automated sliding doors sufficient for disabled.	Non-assignable	1	Non-assignable
Alarm and security cameras for the doors	Non-assignable	1	Non-assignable
Pedimat (carpet) with drains to collect rain – just inside the exterior doors.	10	2	20
Graphic map of Library, directional signs	Non-assignable	1	Non-assignable
Built-in Display cases	50	2	100
Electronic Kiosk 4-sided (Library information and flyers)	60	1	60
Security gate system including electronic counter just inside entry to Library proper	50	1	50
Water fountain (outside security gate)	10	1	10
Pay telephone (outside security gate)	10	2	20
Total Assignable Square Feet			**260**

Table 15 Entrance Lobby Space Requirements

Staff Lounge/Lunch Room. Employees take breaks and lunch periods in this area. This space has kitchen appliances for staff to store and prepare meals. It has tables and chairs for employees to take their meals, and lounge chairs and a couch where they can relax. It also has a magazine rack, vending machine and telephone. Table 16 (p. 67) shows the square foot requirements for this space. Staff lockers, restrooms and an AEmergency Room≅ with a cot in

case of illness are also provided. Space needs for this area are shown in Table 17 (p. 67).

STAFF LOUNGE/LUNCHROOM SPACE REQUIREMENTS			
Furniture /Electronic Equipment	*Number of Square Feet per unit*	*Amount of units*	*Net Assignable Square Feet*
Table, 3' square, cafeteria type	60	2	120
Chair	Non-assignable	8	Non-assignable
Counter with kitchen sink, cabinets above and below	100	1	100
Bulletin board, wall hung	Non-assignable		Non-assignable
Shelving 90"h x 10"d, wall hung	0.5	10	5
Refrigerator, large capacity	30	1	30
Coffee maker, countertop	Non-assignable	1	Non-assignable
Toaster oven, countertop	Non-assignable	1	Non-assignable
Microwave oven, countertop	Non-assignable	1	Non-assignable
Electric Teakettle	Non-assignable	1	Non-assignable
Storage closet	50	1	50
Couch	75	1	75
Lounge chairs	20	2	40
Occasional table	20	2	40
Magazine rack, wall hung	Non-assignable	1	Non-assignable
Vending Machine	10	1	10
Telephone	Non-assignable	1	Non-assignable
Total Space Needs			**470**

Table 16 Staff Lounge/Lunch Room Space Requirements

STAFF RESTROOMS, LOCKERS & EMERGENCY ROOM REQUIREMENTS			
Furniture /Electronic Equipment	*Number of Square Feet per Units*	*Amount of Units*	*Net Assignable Square Feet*
Staff Restrooms, Lockers and Emergency Room			
Emergency Room with:			
Cot	80	1	80
Table, side	20	1	20
Staff Lockers	3	50	150
Staff Restrooms	Min., 1/floor	Min., 1/floor	Non-Assignable
Total Square Feet			***250***

Table 17 Staff Restrooms, Lockers and Emergency Room Space Requirements

Delivery Area. This is where library materials and mail are sent and received, and is at the rear of the building. It has a loading area, a pickup and drop off area for boxes and bins. The staff

entry door is here, as well as a Custodial Operations workstation. Table 18 (p. 68) shows the space requirements for the Delivery Area.

DELIVERY AREA SPACE REQUIREMENTS			
Furniture /Electronic Equipment	*Number of Square Feet per Units*	*Amount of Units*	*Net Assignable Square Feet*
Loading dock	100	1	100
Staff entry door	N/A	1	N/A
Secure bike storage area	100	1	100
Pick-up and drop-off area for boxes and flat trucks	200	1	200
Table, work 4' x 8'	80	1	80
Chair, swivel, castered adjustable height	N/A	1	N/A
Telephone	N/A	1	N/A
Total Square Feet			*480*

Table 18 Delivery Area Space Requirements

Copier/Printer Alcoves. Two centralized high speed printers are located with copy machines in the printer/copier alcoves each floor. Table 19 below shows the square foot requirements for the alcoves.

COPIER/PRINTER ALCOVES SPACE REQUIREMENTS			
Furniture /Electronic Equipment	*Number of Square Feet Per unit*	*Amount of units*	*Net Assignable Square Feet*
Copier, coin or smartcard operated	50	2	100
Printer, centralized high speed	10	1	10
Supply cabinet, lockable for toner, paper, etc.	12	1	12
Counter for sorting (w/stapler and hole punch), and 1 shelf above	40	1	40
Coin/smart card machine, wall mounted	N/A	1	N/A
Subtotal Space Needs for 1 Alcove			**162**
Total Space Needs for 2 Alcoves			**324**

Table 19 Copier/Printer Alcoves Space Requirements

Departmental Storage Areas. Storage rooms and areas are located in various departments, and provide storage for supplies, furniture, valuable items and so forth. The Periodical Archives area is in the public Periodicals department, housed in compact shelving; it contains back periodicals as well as rare and fragile materials, primarily local history. The Community Meeting Rooms storage area supports the program of service by storing tables and chairs when they are not

needed, and has shelving to store needed equipment and materials. Library Administration storage primarily holds office supplies. The Technical Services Storage Room will contain all supplies for book processing, office supplies and newly-arrived materials. Computer Support Storage Room will be the staging area for new computers, computers which are in need of repair or upgrade as well as storage of spare computers and peripherals. Table 20 below shows the space requirements.

DEPARTMENTAL STORAGE AREAS SPACE REQUIREMENTS			
Furniture /Electronic Equipment	*Number of Square Feet per unit*	*Amount of units*	*Net Assignable Square Feet*
Compact Shelving Storage			
Shelving 90" x 12"d, l.ft.	0.5	700	350
Community Meeting Rooms Storage Room			
Shelving, industrial, 56"h x 24"d, single face anchored to the wall, l.ft.	1	50	50
Area to store stacking chairs on their dolly's, folding tables, platforms, etc.	50	1	50
Library Administration Storage Room			
Shelving, industrial, 90"h x 12" d, single face, anchored to the walls, l ft	1	50	50
Technical Services Storage Room			
Shelving, industrial, 56"h x 24"d, single face anchored to the wall, l.ft.	1	300	300
Boxes area	100	1	100
Computer Support Storage Room			
Shelving, industrial, 5 shelves h, 15" d shelves, 18"h shelf	0.7	168	118
Handtruck, utility truck and flatbed truck	3	5 & 10	20
Boxes area	100	1	100
Total Storage Assignable Square Feet			**1,038**

Table 20 Departmental Storage Areas Space Requirements

Friends of the Library Booksale Sorting area. The Friends of the Library and the Junior Friends of the Library hold used book sales to raise funds for the library, and also have an ongoing book sale space in the Popular Library. The Friends Sorting area is where donations are received, library discards are delivered, and all materials are sorted prior to being transferred to offsite storage. Table 21 (p. 70) shows the requirements for this area.

FRIENDS OF THE LIBRARY BOOKSALE SORTING AREA SPACE REQUIREMENTS			
Furniture /Electronic Equipment	*Number of Square Feet per Units*	*Amount of Units*	*Net Assignable Square Feet*
L-shaped technician furniture workstation containing: 1 file/box pedestal, shelving bins above	65	1	65
Worktable	60	1	60
Chair, swivel castered	N/A	1	N/A
Boxes, floor area	100	3.5	350
Shelving, 7 shelves high, 10"d	0.5	54	27
Cabinet, file, lateral 4-drawer	10	1	10
Telephone	N/A	1	N/A
Total Square Feet			*512*

Table 21 Friends of the Library Booksale Sorting Area Space Requirements

Custodial Storage and Closets. Custodial facilities consist of custodial supplies storage and cleaning closets located throughout the building. Custodial supplies storage contains industrial shelving, an area for boxes, and wall space to hang custodial tools. Cleaning closets are equipped with slop sinks, shelves for cleaning supplies, and racks for brooms, mops, etc. Table 22 below shows the required area for custodial storage.

CUSTODIAL STORAGE SPACE REQUIREMENTS			
	Number of Square Feet per Units	*Amount of Units*	*Net Assignable Square Feet*
Shelving industrial, 5 shelves h, 24"d, single face anchored to the wall	100	1	100
Area for boxes, special work, etc.	100	1	100
Rack for brooms, mops, wall hung	N/A	1	N/A
Ladder	100	5	5
Total Square Feet			*205*

Table 22 Custodial Storage and Closets

Administration Conference/Staff Training Room. This room will be used for small library staff meetings and training sessions, and non-public meetings with outside groups, individuals and vendors. Equipment required is that needed for conference seating and manual and video presentations. Table 23 (p. 71) shows the space requirements.

LIBRARY'S PROJECTED ALLOCATION FOR ADMINISTRATION CONFERENCE/STAFF TRAINING ROOM			
Furniture /Electronic Equipment	*Number of Square Feet per Units*	*Amount of Units*	*Net Assignable Square Feet*
Table, conference, 12-person	300	1	300
Credenza	80	1	80
Conference chairs	N/A	12	N/A
Stacking chairs	N/A	8	N/A
Coat rack	N/A	1	N/A
Screen/white board combination	N/A	1	N/A
TV/video combo ceiling hung	N/A	1	N/A
Telephone	N/A	1	N/A
Total Square Feet			*380*

Table 23 Administration Conference/Staff Training Room

g. Non-Assignable Space.

The Building Program is written with a two-story building assumed. Non-assignable spaces include all walls, columns, stairs, elevators, corridors, lavatories, mechanical spaces, aesthetic spaces, special ADA compliance requirements, and net assignable spaces are made up of all the square footage that the library can use for library purposes. The non-assignable and net assignable square footage added together equal 100% of the gross square feet. The new Main Library will be efficient, and non-assignable spaces will total about 29% of the gross square feet, and net assignable square feet will total about 71%, resulting in a 71% net to gross factor. The building is programmed at 47,470 sq. ft., which means that non-assignable space will equal 13,705 square feet.